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ABSTRACT

This bibliography of research in adult literacy and basic skills is selective, covering research undertaken in industrialized countries in the 20 years between 1972 and 1992. It concentrates primarily on research into basic skills undertaken in English-speaking countries, although it also has a European dimension. Entries are categorized under 18 headings: definitions, statistics, social and cultural influences, history, measurement, teaching methods, learning, second language, numeracy, family literacy, employment, target groups, organizational issues, program evaluation, training, general, policy, and bibliographies. Each entry appears under one main heading and includes a number of key words indicating areas covered by the particular piece of research as well as other bibliographical information, such as author, title, date, and ISBN/publisher. A brief abstract of the contents of the research also appears under each entry. (YLB)

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ED 381 673

Basic Skills Research

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BIBLIOGRAPHY OF RESEARCH
IN ADULT LITERACY
AND BASIC SKILLS
1972 - 1992

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FOREWORD

This bibliography is one of the products of a project undertaken for ALBSU by the Institute of Education at the University of London. The project was funded between April 1993 and April 1994 with the intention of improving the quality and quantity of information available to those with a professional interest in basic skills. The bibliography is selective, covering research undertaken in industrialised countries in the twenty years between 1972 and 1992. It concentrates primarily on research into basic skills undertaken in English speaking countries, although it also has a European dimension.

Each entry appears under one of a number of main headings, although inevitably some entries could appear under multiple headings. Each entry includes a number of key words indicating areas covered by the particular piece of research as well as other normal bibliographical information. A brief digest of the contents of the research also appears under each entry. Digests are normally rather longer for those publications which are relatively inaccessible for UK readers than for those which can be obtained easily. The second product of the project is a database which can be accessed at ALBSU's Resource Centre in the Institute of Education's library. Using this computer based database, material can be accessed using one or more key words allowing the user to search for material covering and linking a variety of categories. Most of the work cited in the bibliography can be found in the Institute's library.

ALBSU has increased its own research programme over the last few years and three research studies looking at the effectiveness of basic skills provision are expected to report in 1995. These are concerned with work place basic skills, family literacy programmes and basic skills support in further education colleges. Further detailed work using the longitudinal studies of those born in 1958 and 1970 is also underway, providing initially an analysis of writing competence as well as further detail about the characteristics of those with basic skills difficulties. Issues of participation in ESOL programmes are being examined in research which follows up work published on drop-out and progression from literacy and numeracy programmes. Just after this research project ended ALBSU published the results of a survey looking at the basic skills people use in everyday life which gives an up to date picture of everyday adult practice with reading, writing and basic maths. A survey of the basic skills of offenders in prison has also just been completed. Entries on ALBSU's own research will be added to the database at the Institute of Education as it is published.

The location and selection of the entries which appear in this bibliography was undertaken at the Institute of Education by Alison Wolf and Marcia Kelson assisted by Linda Lockhart and Magdalen Meade. We are most grateful to them and for the support of members of the Steering Group - Sue Watkins, Karen Adriaanse and Alex Kirwan from the Department for Education - which was chaired by Anne Keelan-Towner from OFSTED.

1. DEFINITIONS

The research literature dealing with definitions falls into three main categories:

- attempts to analyse the concept of literacy in a 'positivist' way and arrive at working definitions which can be used for everyone, at least within a given country, and which provide a basis for measurement and statistical reporting
- work which emphasises the cultural definition of literacy and the degree to which its meaning depends on social context and on the individuals concerned
- detailed discussions of how particular definitions were arrived at in the course of quantitative survey work.

In addition to work categorised under 'Definitions', see Measurement, Statistics, History, Social/Cultural Influences and, for specific definitions, Numeracy.

Operational definitions

No single definition of literacy (or numeracy) is accepted throughout the industrialised world. However, there has been a universal acceptance of 'functional literacy' as the key concept for modern societies, in which complete illiteracy is virtually unknown, but large numbers of people have problems with literacy and numeracy. Ursula Giere (see under **Bibliographies**) summarises the different types of definition used in discussing functional literacy and their history.

A useful introduction to definitions is provided by Wagner (1990) while Vélis (1990) provides an excellent overview of the general nature of 'illiteracy' in industrialised countries, as well as of its growing recognition. A number of publications (especially from the US) address directly alternative definitions of literacy, the problems of deciding what are 'critical levels' of literacy, and the effect of different definitions on statistical estimates (see e.g. Venezky et al, Mack). However, there are no in-depth international studies using and comparing multiple definitions.

As noted above, a second group of publications explores how social and cultural circumstances and historical context determine concepts of literacy. Of particular importance is the effect of formal schooling and the particular formal and abstract paradigm which it introduces. A number of authors (e.g. Street; Rogoff & Lave: and see also the **Numeracy** section) explore the differences between the practical concerns that inform literacy and numeracy practice in the home and work, the way formal literacy is conceived (and measured), and the conclusions reached about levels of functional literacy. The recognition that literacy is relative to the societal context in which people find themselves has also resulted in a proliferation of studies exploring the literacy demands of the workplace. Sticht defines literacy in a job-related context reflecting a consequent interest in and development of work orientated literacy programmes, especially in the USA (see also **Employment**.) A further theme is the way literacy may empower people. Influenced by the ideas of Paulo Freire in the 1970s, literacy began to be viewed as a means to other ends, not an end in itself. Such work has led to more elaborate definitions of literacy, involving not simply the acquisition of specific skills but also the participation of the learner and leading to participation in society (see also many references under **Social-cultural Influences**).

The third set of references on **Definitions** covers detailed discussions of national projects which have established operational definitions, generally as a prelude to measurement. Most of these come from North America, which has, to date, mounted the largest national surveys (see **Statistics**). The general emphasis here is on identifying 'representative' real-life tasks and needs (see e.g. Jones), and there is a heavy emphasis on both the current needs of the workplace, and on probable job requirements (ETS, SCANS). Australian publications generally take a rather wider view, reflecting the nature of the country's literacy policy (Grice et al, McCormack).

Category: **Definitions, Statistics**

Keywords: Statistics, National Surveys, Definitions, Canada, Reviews, Canada

Author: Cairns, J.C.

Title: **Adult Illiteracy in Canada**

Date: 1988

ISBN/Publisher: 0-88987-064-0
Council of Ministers of Education

Report of a project surveying the issue of definitions, the extent of illiteracy and the social and economic costs in Canada. Also overview of provincial programmes.

■

Category: **Definitions, Policy**

Keywords: Definitions, USA, Policy, Numeracy

Author: Chisman, F.

Title: **Toward a Literate America: the Leadership Challenge**

Date: 1990

ISBN/Publisher: In Chisman, F.P. & Associated Leadership for Literacy (Jossey Bass, San Francisco)

Definition of the US literacy problem, including maths and problem solving abilities. Explores the social and economic stakes involved in solving the literacy problem and outlines responses by government and community organisations, indicating where responses fall short.

Category: **Definitions, History**

Keywords: Definitions, Schooling, Social/cultural Influences, History

Author: Cook-Gumperz, J.

Title: **The Social Construction of Literacy**

Date: 1986

ISBN/Publisher: Cambridge University Press

Mainly child oriented but see chapter 2 for adult relevance.

The discussion demonstrates how social circumstances and historical context determine conceptions of literacy. Definitions 'from rudimentary to functional' and historical evidence for changing views of literacy and schooling are reviewed. Good source of historical references.

Category:	**Definitions, Measurement**
Keywords:	Definitions, Measurement, Tests, NAEP, Reading Ability, USA
Author:	DeCrow, Roger (ed)
Title:	**Adult Reading Abilities: Definitions and Measurements**
Date:	1972
ISBN/Publisher:	National Reading Center Foundation, Washington DC

The progress of several projects defining and measuring adult literacy is reported in this publication. A summary description of the basic approach of the project is given, rather than a digest of findings. Among the studies reported on are the National Assessment of Educational Progress (NAEP) in reading, the Adult Performance Level Study of life skills and requirements, the Louis Harris study of real-life related reading objectives, and the Educational Testing Service study of adult reading behaviour.

■

Category:	**Definitions, Employment**
Keywords:	Definitions, Employment, Reading, Reading Skills, Functional Literacy, Reading Processes, Workplace Literacy, Workplace
Author:	Diehl,W.A. and Mikulecky, L.
Title:	**The Nature of Reading at Work**
Date:	1980
ISBN/Publisher:	Journal of Reading 24, 221-227

A study of the literacy (particularly reading) requirements of different jobs, based on interviews with 107 people from 27 different workplaces. Categorises work-related reading into 4 types: Reading-to-learn; reading-to-do (with no incidental learning; reading-to-do (with incidental learning); and reading-to-assess. Concludes that (i) reading at work is ubiquitous; (ii) literacy demands of work do not necessarily rise with increased technology; (iii) reading at work tends to be repetitive, reading material treated as 'external memory'; and (iv) reading at work is very different from reading at school.

■

Category:	**Definitions**
Keywords:	Definitions, Measurement, Student Assessment Methods, Test Instruments, Workplace, Computers, Needs Analysis, USA
Author:	Educational Testing Service, Princeton, NJ
Title:	**Adult Literacy: Helping Americans with Midlevel Skills Prepare for the High-level Demands of Tomorrow**
Date:	1989
ISBN/Publisher:	ETS Developments, v34, n4, p5-7 Spr 1989

ETS is directing a team of researchers and measurement specialists in a number of simultaneous projects that focus on the needs of adults with restricted literacy skills. Programmes described here include (1) a computer-based learning assessment system that will focus on the needs of adults with midlevel literacy skills; (2) the Workplace Literacy Assessment - a project to profile the literacy skills needed in the workplace by jobseekers; and (3) establishment of literacy requirements for 40 highest-volume, fastest growing jobs in the US between now and the year 2000. These projects will result in the development of learning progress scales in which teachers and learners can identify current positions and obtain guidance about what to do to move to a higher level.

Category:	**Definitions, Programme Evaluation**
Keywords:	Definitions, Learning, Reading Processes, Student Characteristics, Programme Evaluation, Community Programmes, Organisation
Author:	Fingeret, A.
Title:	**Adult Literacy Education: Current and Future Directions**
Date:	1984
ISBN/Publisher:	Ohio State University

Argues that individually oriented and community oriented approaches to literacy work successfully with different segments of the adult illiterate population. Considers the implication of conflicting definitions, the nature of the reading process, student characteristics and the purpose of education for programme models, teaching methods and materials. Provides recommendations for improving literacy education including greater emphasis on research and development of community oriented efforts, new models of teaching-learning interaction and on student characteristics.

Category:	**Definitions**
Keywords:	Functional Literacy, Measurement, Definitions
Author:	Freebody, P.
Title:	**Adult Literacy and the Problem of 'Functionality': Research Report No. 6**
Date:	1990
ISBN/Publisher:	Austr. J. of Reading, v13, n1, p76-80. Focus issue: From marginal status to centre stage

Title only

■

Category:	**Definitions, Learning**
Keywords:	Learning, Reading, Research, Definitions, Discourse Analysis, Definitions
Author:	Freebody, P.
Title:	**Reading Discourse Research**
Date:	1990
ISBN/Publisher:	Austr. J. of Reading v13, n4, p310-19. Focus issue: Perspectives on Literacy

Examines current research on literacy through an investigation of alternative meanings of the title.

Category:	**Definitions, Policy**
Keywords:	Literacy Standards, Definitions, Measurement, Australia, Policy, Social/cultural Influences
Author:	Freebody, P. and Welch, A.
Title:	**Individualization and Domestication in Current Literacy Debates in Australia**
Date:	1993
ISBN/Publisher:	Chapter 11 in Freebody, P. and Welch, A. (eds) Knowledge, Culture and Power: International Perspectives on Literacy as Policy and Practice ISBN 1-850000-834-5 Falmer Press

The chapter considers and evaluates sources for the notion that literacy standards are falling. Reviews pertinent Australian evidence and draws parallels with other industrialised countries: Canada, Britain and the US. Examines policy documents, curriculum statements and school tests.

■

Category:	**Definitions**
Keywords:	Definitions, Policy, France, Training Provision
Author:	Freynet, P.
Title:	**La Lutte Contre L'Illettrisme en France**
Date:	1985
ISBN/Publisher:	Université d'Angers

Good introduction to French initiatives in tackling literacy problems.

Category:	**Definitions, Information Technology**
Keywords:	Definitions, Target Groups, Workplace, Computers, Australia, Youth
Author:	Grice, R., Galbraith, P., Carss, M., Endean and L., Warry, M.
Title:	**Towards a Definition of Basic Literacy Skills for an Information Age**
Date:	1990
ISBN/Publisher:	In Computers in Education. Proc. of the IFIP TC3 5th World Conference on Competence in Education, Sydney, 9-13 July 1990, (eds) A. McDougall and C. Dowling. p97-102

Reports the findings on literacy from a futures study conducted 1987-89 at the University of Queensland, Australia. Aim was to identify the basic skills likely to emerge as important attributes within secondary education during the next decade. Particular emphasis is put on impact of IT on curriculum, lifestyle and workplace.

Category	**Definitions, Reviews**
Keywords	Literacy, Functional Literacy, Programme Evaluation, Definitions
Author	Hautecoeur, Jean-Paul
Title	**Illiteracy: Direction? Action? Results?**
Date	1992
ISBN/Publisher	in Hautecoeur, J.P. (ed) Alpha 92: Current Research in Literacy (UNESCO Institute for Education: Hamburg & Quebec) p9-27

Review of International Literacy Year 1990. Reviews definitions of literacy in their social and cultural context, and changing levels of literacy over time, arguing for an understanding of literacy versus illiteracy as a complex and multi-faceted issue.

■

Category	**Definitions, Statistics, Measurement**
Keywords	Definitions, Statistics, Measurement, Student Assessment Methods, National Surveys, Canada, Functional literacy, Scoring, Test Instruments, Test Evaluation
Author	Jones, S.
Title	**Guide to Literacy Levels on the Survey of Literacy Skills used in Daily Activities**
Date	1990
ISBN/Publisher	Statistics Canada

Based on nationwide Canadian survey of literacy skills. Discusses the rationale and processes for identifying literacy abilities. Argues that functional literacy abilities form a continuum through the population, though it is theoretically and administratively useful to identify ideal-type categories of literacy levels. Explains how the literacy levels were defined for the Canadian study. It further describes how a test to assign individuals to the various categories was designed, administered and scored and concludes with a brief presentation of some results of the test.

■

Category	**Definitions, Measurement**
Keywords	Definitions, Measurement, Functional Literacy, USA
Author	Mack, F.R.P.
Title	**The Illiteracy Concept: Defining the Critical Level**
Date	1978
ISBN/Publisher	Reading Horizons v19, n1, p53-60 Fall 1978

The first section reports the results of numerous literacy studies in which adults were tested on a variety of tasks, including filling out forms, answering questions about newspaper classified adverts, and dealing with certain facets of consumer economics. The percentage of adults in the US reported to be literate varied widely from study to study. In the second section the author explores various definitions of literacy. Literacy has been defined as the ability to respond appropriately to all possible reading tasks, as the presence of reading skills necessary to enable persons to function effectively in society, and as the level of achievement attained by the average child by the beginning of 4th grade. Some researchers have attempted to define 'functional literacy' which connotes reading for a purpose related in some way to social utility. The author concludes that literacy is related to specific tasks and specific contexts and that there can be no universal definition of literacy. In the US the minimum level of reading ability required for full participation in the social and economic life of the nation appears to be around the 11th grade level.

Category:	**Definitions**
Keywords:	Literacy Education, Writing, Discourse Analysis, Teaching, Australia, Definitions
Author:	McCormack, R.
Title:	**Framing the Field: Adult Literacies and the Future**
Date:	1991
ISBN/Publisher:	In F. Christie et al (eds) Teaching English Literacy: Report of a project of national significance on the preservice preparation of teachers for teaching English literacy. Vol. 2. p175-200 (Northern Territory University, Darwin)

There are many ways to classify differing literacies. This paper attempts to sketch some of the principal contexts, fields, and uses of written text in contemporary adult life as viewed from the perspective of the newly emerging field of adult basic education. This is done by analysing the place of literacy within the lives of adults in terms of four regions: epistemic literacy; humanist literacy; technical literacy and social literacy.

Category:	**Definitions, Measurement, Statistics**
Keywords:	Definitions, Measurement, Statistics, National Surveys, Standards, NAEP, Reviews, USA
Author:	Mead, N.A. et al
Title:	**Contributions of the National Assessment to Understanding the Problems of Literacy. No. 08-FL-50**
Date:	1979
ISBN/Publisher:	Paper presented at the Functional Literacy Conference, Bloomington, IN, June 1979. Education Commission of the States, Denver, Colo. National Assessment of Educational Progress

Argues that the National Assessment of Educational Progress (NAEP) provides a database that is compatible with various definitions of literacy and standards of competencies. The paper notes that since the NAEP has surveyed a national sample of four age groups over a period of years since 1971, it is well suited for looking at a broad sample and providing longitudinal information. Other advantages of the NAEP for studying literacy that are cited are its comprehensiveness across many areas of study and functional skills, its breadth within single content areas, its covering of affective and background variables as well as achievement, and its ability to respond to new emphases, such as proposed 1979-80 reading and literature assessment that has new exercises emphasising comprehension of various kinds of texts. The use of the NAEP database for the assessment of functional literacy conducted by NAEP in 1974 and 1975 for the National Right to Read programme is discussed as an example of the use of the NAEP database.

Category:	**Definitions, Social/cultural Influences**
Keywords:	Psychology, Cognition, Learning, Numeracy, Definitions, Social/cultural Influences
Author:	Rogoff, B. and Lave, J. (eds)
Title:	**Everyday Cognition: Its Development in Social Context**
Date:	1984
ISBN/Publisher:	Harvard University Press, Cambridge MA

Collection of essays that examine the influence of the social context as it contributes to cognitive development. Sees thinking as a practical activity which is adjusted to meet the needs of the situation, rather than abstract logic. Includes chapters on: maths in grocery shopping; adult guidance; children's difficulties with school mathematics; children's reasoning and peer relations; cognitive development.

◆

Category:	**Definitions, Reviews**
Keywords:	Definitions, Pedagogy, Reviews
Author:	Schatzberg-Smith, K.
Title:	**Reading is Power**
Date:	1989
ISBN/Publisher:	Research & Teaching in Developmental Education, v6, n1, p63-70 Fall 1989

Discusses the role of literacy in enabling people to influence the political and social processes that affect their lives. Reviews various definitions of literacy. Citing Paolo Friere and others, considers the political, social and economic issues related to literacy; and the components of and the conditions needed to develop a liberated andragogy.

Category:	**Definitions, Statistics**
Keywords:	Definitions, Statistics, Measurement, Literacy, Functional Literacy
Author:	Soars, Magda Becker
Title:	**Literacy Assessment and its Implications for Statistical Measurement**
Date:	1992
ISBN/Publisher:	UNESCO

Most statistics on literacy are generated through replies to the simple question 'Can you read and write?' rather than literacy tests. This casts doubt on their validity. Thus there is a need for better definitions of literacy and ways of measuring it.

◆

Category:	**Definitions, Measurement, Statistics**
Keywords:	Measurement, Definitions, Functional Literacy, Functional Numeracy, Skills Assessment, National Surveys, Canada
Author:	Statistics Canada
Title:	**Survey of Literacy Skills used in Daily Activities**
Date:	1990
ISBN/Publisher:	Statistics Canada, Ottawa, Ontario.

Findings of a 1989 national survey of the functional reading, writing and numeracy skills of Canada's adult population are reported. The survey population was a representative sample of 9,500 individuals aged 16-69. Three questionnaires gathered information on socio-demographic and educational background, screened out individuals with very low literacy skills, and measured specific reading, writing, and numeracy skills.

The reports on reading and numeracy skills consist of an overview of the larger survey, highlights of the skill area findings, and tables showing the distribution of respondents at each of the skill levels. Distribution is shown according to geographic location, schooling attained, language used (French or English), native or immigrant status, gender, age, and income. The writing skills survey report is a summary of results with an address given for more information.

■

Category:	**Definitions, Social/cultural Influences**
Keywords:	Definitions, Social/cultural Influences
Author:	Street, B.
Title:	**Cultural Meanings of Literacy**
Date:	1990
ISBN/Publisher:	Unesco Pamphlets (Literacy Lessons)

Questions some of the basic assumptions about literacy and suggests a number of counter-assumptions.

Category:	**Definitions**
Keywords:	Definitions, Policy, Cultural Identity, Sociolinguistics, History, Student Needs, UK
Author:	Street, B.
Title:	**Literacy: Autonomous v. Ideological Model**
Date:	1989
ISBN/Publisher:	In Taylor, M.C. and Draper, J.A. (eds) Adult Literacy Perspectives 0-921472-04-8. Culture Concepts Inc., 5 Darlingbrook Crescent, Toronto, Ontario M9A 3H4 (US$34.00)

Discusses how literacy has been re-defined and the resulting policy changes, with particular emphasis on the institutional origins and political dimensions of literacy 'problems'.

Category:	**Definitions, Social/cultural Influences**
Keywords:	Definitions, Social/cultural Influences, Adult-child Comparisons, History, Language of Instruction, Family Influence, Teacher Expectations, Writing
Author:	Street, J.C. and Street, B.V.
Title:	**The Schooling of Literacy**
Date:	1991
ISBN/Publisher:	In Barton, D. and Ivanic, R. (eds.) Writing in the Community 0-8039-3632-X/3633-8 Newbury Park: Sage Publications

Examines similarities between home literacy and school literacy in mainstream families in the US. Emphasises how school literacy practices percolate into homes, perhaps replacing the writing practices that might naturally arise in everyday life.

■

Category:	**Definitions**
Keywords:	Definitions, Functional Literacy, USA, Canada
Author:	Thomas, A.
Title:	**Definitions and Evolution of the Concepts**
Date:	1989
ISBN/Publisher:	In Taylor, M.C. and Draper, J.A. (eds) Adult Literacy Perspectives 0-921472-04-8. Culture Concepts Inc., 5 Darlingbrook Crescent, Toronto, Ontario M9A 3H4 (US$34.00)

Overview of developments in the 1970s and 1980s: North American emphasis

Category:	**Definitions, Programme Evaluation**
Keywords:	Workplace, Workforce, Policy, Assessment, USA, Definitions, Programme Evaluation
Author:	United States Commission on Achieving Necessary Skills (SCANS)
Title:	**Learning a Living: A Blueprint for High Performance**
Date:	1992
ISBN/Publisher:	US Dept of Labor, Washington DC. US Govt Printing Office

Policy document of the Secretary's Commission on Achieving Necessary Skills stresses the roles that pupils will have later in the workplace. Very little detail, with superficial reference to statistics on the relationship between school achievement and later earning power.

Category	**Definitions, Statistics**
Keywords	Definitions, Illiteracy Levels, Courses, Barriers, USA, Statistics
Author	US National Advisory Council in Adult Education. Literacy Committee
Title	**Illiteracy in America. Extent, Causes and Suggested Solutions**
Date	1986
ISBN/Publisher	

The Extent of the Problem

Conflicting definitions create conflicting estimates

Brief review of definitions by 1981 Unesco, (UN) US National Health Survey, Census Bureau, US Dept of Education.

Estimates based on the first two (Unesco and NHS).

Functional illiteracy definition and competences needed by adults.

Adult Performance Level study

The Cause of the Problem

Report about the prevention of adult illiteracy - discusses reasons why estimates vary and why it is difficult to substantiate any of the estimates.

Discusses American public education, past educational theories and philosophies and the effects of social change to explain the current problem and why there are barriers to the solutions of the problems.

Suggested Solution to the Problem

288 references.

Category	**Definitions, Statistics**
Keywords	Definitions, Statistics, Policy Measures, Europe, North America, Japan, Measurement, Functional Literacy
Author	Vélis, Jean-Pierre
Title	**Through a Glass, Darkly. Functional Illiteracy in Industrialised Countries**
Date	1990
ISBN/Publisher	92-3-102651-8 UNESCO

A general account of functional illiteracy; of how it came to be recognised, and of current measures to combat it.

■

Category	**Definitions, Policy, Measurement**
Keywords	Definitions, Policy, Literacy, Literacy Programmes, Measurement, USA
Author	Venezky R.L., Wagner, D.A. and Ciliberti, B.S. (eds)
Title	**Toward Defining Literacy**
Date	1990
ISBN/Publisher	International Reading Association, 800 Barksdale Road, PO Box 8139, Newark DE, 19714-8139.

This collection of 4 papers, each with a response, given at a 1987 symposium, focuses on a renewed consideration of literacy in America and its implications for national, state and local policy. The papers include Definitions of Literacy (Venezky), Literacy for What Purpose? (Mikulecky), Measuring Adult Literacy (Kirsch), Policy Implications of Literacy Definitions (Chall) and Measuring Adult Literacy: A Response (Sticht). Concluding section summarises the basic issues raised in the papers and gives an interpretation of the positions presented on each.

■

Category:	**Definitions**
Keywords:	Definitions, International, Strategies, History, Workplace, Policy, Functional Literacy
Author:	Verhoeven, L. (ed)
Title:	**Functional Literacy. Theoretical issues and educational implications**
Date:	1992
ISBN/Publisher:	90-272-1791-2 John Benjamins Publishing Co.

Selected papers from an international conference in Tilburg, Netherlands, in October 1991, which dealt with the question of how standards of literacy can be established throughout the world. The discussion started from the assumption that literacy is more than being able to read and write and that it should be defined in a functional way, incorporating personal and social needs.

Divided into 4 parts: The construct of functional literacy, Literacy and development, Attaining literacy in developing countries, Attaining literacy in industrial societies.

Category:	**Definitions**
Keywords:	Definitions, Learning Difficulties, Learning Disabilities, Functional Literacy, International Trends, Non-native Speakers, Minority Languages, Diagnosis, Europe, Netherlands, Cultural Differences, Programme Design, Programme Characteristics
Author:	Verhoeven, L., Rogier van't Rood and Caroline van der Laan (eds.)
Title:	**Attaining Functional Literacy: A Cross-cultural Perspective. From Literacy Research to Action Plans**
Date:	1991
ISBN/Publisher:	Proceedings of international conference held in Tilburg, Netherlands, Oct 91. Netherlands National Commission for UNESCO, The Hague/Tilburg University

Summarises previously published research and conference contributions on defining functional literacy, current patterns of provision, diagnosis of problems, national and international literacy policies, and cross-cultural approaches.

Chapter 4 deals specifically with literacy education in industrialised countries.

Category:	**Definitions**
Keywords:	Definitions, Policy, Comparative Studies, National Policies, History
Author:	Wagner, D.A.
Title:	**Literacy and Research: Past, Present and Future**
Date:	1990
ISBN/Publisher:	International Bureau of Education, UNESCO

Very short monograph considering past and present definitions of literacy and their implications for literacy education. Useful introduction to the topic.

2. STATISTICS

Attempts to measure or compare the incidence of literacy or numeracy problems are made difficult by the existence of very different definitions of what these terms mean, and by changes in meaning over time (see **Definitions**, **Measurement** and **History** sections). Since every different definition or measure will produce different estimates, and since definitions differ not only between but also within countries, it is inadvisable to draw any very specific quantitative inferences which combine data from different reports.

Attempts to determine the scale and distribution of literacy and (to a lesser extent) numeracy problems are nonetheless on the increase, with a clear upward trend in the literature (see e.g. Barton & Hamilton 1990). International agencies, especially UNESCO, but also the World Bank, provide international statistics. These can be used to provide a general overview of developments (see e.g. Bhola, Carcelas): but there are large differences not only in definitions, but also in the way data are collected and questions asked. Equally, developing countries (where many people cannot read or write even short sentences) and industrialised countries concerned with functional literacy have very different concerns and foci.

Overviews of the industrialised world as a whole are rather few. This is in part for the measurement reasons outlined above, but also because data are only gradually becoming available. Those which do exist are concerned with literacy rather than numeracy. Benton and Noyelle, in their work for OECD, provide the fullest attempt to integrate the different quantitative information available.

Individual countries.

The USA, Canada, UK and Australia have been especially active and innovative in collecting statistics on the scale and nature of illiteracy.

United Kingdom

From the late 1970s on, studies have been accumulating which attempt to provide national estimates. However, these use different definitions and measures – sometimes related to the different purposes of the study, sometimes to different conceptions, or simply as a result of developing instruments without explicit reference to those used in previous work. While the UK studies illuminate the nature and scale of the problem, especially its intergenerational nature, there are no whole population surveys comparable to those available for the US and Canada.

The major part of this work has been commissioned by ALBSU: notably that relating to workplace issues, skills among students in further education, and intergenerational trends. The latter are especially relevant to the growing area of Family Literacy. ALBSU's work has been largely on literacy, but interesting data and reports on numeracy were prepared in the early 1980s (see e.g. ACACE, Sewell) in connection with the major Cockcroft report on mathematics teaching. By far the most important sources of data on both literacy and numeracy are the two longitudinal cohort studies which track and interview the whole of a cohort born in a particular week in a) 1958 & b)1970 (see e.g. Simonite, Hamilton & Stasinopolous, Ekinsmyth & Bynner).

USA

Until the 1970s, there was little good national information, and estimates used grade level scores derived from school materials. However, in 1975 the Adult Performance Level Project (APL) introduced the type of non-school tasks and direct performance measurement which is now generally employed for literacy and numeracy surveys. The APL also received wide publicity. It was followed by a large assessment of young adults' literacy skills, carried out by the National Assessment of Educational Progress (NAEP), which took account of the range of purposes adults have for literacy skills, and developed a range of tasks. These fell into three broad categories (prose literacy, document literacy and quantitative tasks: see **Definitions** section.) The NAEP survey was concerned entirely with young adults: but a large survey was also carried out into the literacy levels (and needs) of the unemployed and job-seekers, using a representative sample of people involved in US Department of Labor programmes (see Kirsch, Jungeblut and Campbell).

Both these studies informed a large and comprehensive national survey, the National Adult Literacy Survey, the first reports on which were published in 1993 (see especially the work of Kirsch). This survey used categories similar to the NAEP analyses, and provides national estimates of numbers of adults reaching various broad categories of literacy (5 in total).

Canada

Canada is an example of a country where a survey created awareness of the existence, as well as the nature and scale of literacy problems. A study commissioned by the Southam News newspaper (see Creative Research Group) received enormous attention. It was followed by both policy initiatives and a number of other extensive and well-constructed national surveys, including the first genuinely nation-wide Literacy Survey, generally carried out by Statistics Canada. These surveys look at reading, writing and numeracy skills, with emphasis on functional tasks.

Australia

Interest in adult literacy was stimulated by a report 'Learning difficulties in children and adults' tabled in Parliament in 1976. This resulted in the formation of the Adult Literacy Action Campaign (non-governmental) and in the first national survey of literacy (see Wickert). Australia now has a national policy on literacy, and an active network of state and national institutions. However, the controversy associated with recent attempts to create definitive scales to measure literacy and numeracy (see **Measurement** section) underlines the problems of collecting and interpreting statistics.

France

The problem was generally ignored until the publication of a government report in 1984 highlighting its extent (see Esperandieu, Lion & Bénichou; Vélis). This report resulted in central government putting the problem high on the political agenda, and in the creation of both a central agency and many locally organised initiatives with central government backing. The survey which informed the 1984 report was followed by a later national survey which confirmed the scale of the problem, and an in-depth study of unemployed young adults: but these do not use the number of different measures noted for Canadian and US work.

Other countries

A number of other European countries are now collecting national data. This is, in every case, a relatively new venture, so that no information on trends is available. Information is available in English on the Netherlands (Doets et al) and Sweden (Johansson). UNESCO provides estimates for Belgium and Germany, but these are not based on any comprehensive survey or data gathering exercise (see also general descriptions categorised under **General: Provision**).

South Africa has been active in surveying and analysing literacy problems in response to the acute educational problems of the black population, the changing demands of industry, and political reform. The juxtaposition of populations with very different educational histories means that the South African literature addresses the problems of definition very explicitly.

Category:	**Statistics, Numeracy**
Keywords:	Statistics, National Surveys, Numeracy, Abilities, UK
Author:	ACACE (Advisory Council for Adult and Continuing Education)
Title:	**Adult Numeracy Study: Tabulated Results of a Survey Conducted by Social Survey/Gallup in 1981**
Date:	
ISBN/Publisher:	Adults' Mathematical Ability and Performance: ACACE

2890 sample, representative of over 16 year olds. Stratified by region and town size, >200 sampling points. Gives the survey's 10 questions as posed to interviewees.

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Category:	**Statistics, Numeracy**
Keywords:	Statistics, National Surveys, Skill Levels, Numeracy, Abilities, England and Wales, Scotland
Author:	ACACE (Advisory Council for Adult and Continuing Education)/ Social Surveys (Gallup Poll) Ltd
Title:	**Adult Mathematical Ability & Performance**
Date:	1982
ISBN/Publisher:	ACACE

A national population sample survey of adults' mathematical ability surveyed 2890 people over 16 years. Interviews in England, Wales and Scotland. Objective: to obtain an impression of the level of ability in handling maths needed for everyday circumstances. Part 1 summarises findings, Part 2 summarises Sewell's report (see Sewell, B.).

Category:	**Statistics, Policy**
Keywords:	Reviews, National Surveys, Australia, Projects, Schemes, Programme Evaluation
Author:	Adult Literacy Action Campaign
Title:	**Projects around Australia: a review of state and territory**
Date:	1989
ISBN/Publisher:	

Brief, non-analytical review of the adult literacy projects funded under the Adult Literacy Action Campaign (ALAC) of the National Policy on Languages (1987-89).

Reiterates a commitment made to serve adult literacy for economic and citizenship reasons.

Finds that ALAC campaign achieved successes through advertising, and 'New Start' school literacy programmes.

Category:	**Statistics, Measurement**
Keywords:	Definitions, Measurement, Needs Analysis, Skill Levels, Learning Support, Colleges
Author:	ALBSU
Title:	**Basic Skills Support in Colleges**
Date:	February 1993
ISBN/Publisher:	1-870741-59-5

Describes the need for basic skills provision in colleges of FE and outlines how provision might be developed over the next few years. Offers model of good practice in learning support and community based provision.

Screens full and part time students for literacy and numeracy.

Screening assessment designed to relate an individual's basic skills level to a set of objective standards (ALBSU Basic Skills Standards) which describe competence levels in reading, writing, number and oral communication. 'Maps' standard to National Curriculum and GNVQ Core Skills.

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Category:	**Statistics, Numeracy**
Keywords:	Statistics, Surveys, Numeracy, Skills Levels
Author:	ALBSU
Title:	**Numeracy Among Adults. (How well can adults add up?)**
Date:	1990
ISBN/Publisher:	ALBSU

Small scale study (1000+ 21-60 yr olds) that required sample group to undertake a series of everyday numeracy tasks.

Category:	**Statistics, Social/cultural Influences, Family Literacy**
Keywords:	Intergenerational Literacy, Family Literacy, Cohort Studies, Tests, National Surveys, UK
Author:	ALBSU
Title:	**Parents and their Children: the Intergenerational Effect of Poor Basic Skills**
Date:	1993
ISBN/Publisher:	1-870741-70-6

Evidence of the intergenerational effect of poor basic skills in the UK. It is based on an analysis of the 5th sweep (1991) of the National Child Development Study (NCDS): an ongoing longitudinal birth cohort study since 1958. The survey comprised an interview with 11,365 cohort members, and self completed questionnaires. This analysis is based on a sub-sample of 2,617 children and compares results of their test scores (the Peabody Individual Achievement Test (PIAT) Mathematics Assessment and the Peabody Individual Achievement Test (PIAT) Reading Recognition Assessment) and family characteristics.

It is concluded that the group who are most at risk of growing up with the lowest levels of basic skills are children from low income families where the parents have poor reading abilities.

Category: **Statistics, Target Groups/Youth**

Keywords: Youth, Statistics, National Surveys, Target Groups, UK

Author: ALBSU

Title: **The Basic Skills of Young Adults**

Date: 1994

ISBN/Publisher: ISBN 1-870741-757 ALBSU

Briefly presents findings of the British Cohort Study 1970 (BCS70): sampling of 1,650 young people born in 1970. For full report see Ekinsmyth & Bynner.

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Category: **Statistics, Target Groups/Youth**

Keywords: Statistics, UK, National Surveys, Youth, Target Groups, Needs Analysis, UK

Author: ALBSU

Title: **Youth and Literacy Research. (How well can young people read and write?)**

Date: 1990

ISBN/Publisher: ALBSU

1990 study of 1000+ 16-20 year olds indicates the scale of need. The research findings are presented in a 3 page press release.

Selected examples from findings:

- 25% of 16-20 year olds said they had difficulty with reading
- 35% of 16-20 year olds said they had difficulty with spelling

Category: **Statistics, Target Groups/Workplace**

Keywords: Workplace, Surveys, Skills Levels, UK

Author: ALBSU/GALLUP

Title: **The Cost to Industry: Basic Skills and the UK Workforce**

Date: 1993

ISBN/Publisher: 1-870741-62-5. Institute of Manpower Studies Report. £6 from ALBSU.

Survey of companies to establish levels of basic skills difficulties in workforce and encountered/perceived by employers.

Quantifies and describes the cost to employers of poor basic skills and the effect on their operations.

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Category: **Statistics**

Keywords: Statistics, National Surveys, UK, Skills Levels

Author: ALBSU/National Children's Bureau

Title: **Literacy and Numeracy: Evidence from the National Child Development Study**

Date: 1987

ISBN/Publisher: 0-906509-31-9

A brief summary pamphlet of the results of a survey by the National Children's Bureau. Contains information taken in 1981 from a longitudinal study of 12,500 people born in 1958 (The National Child Development Study) in England, Scotland and Wales. Estimates that over 6% of the sample have some problems with reading and writing.

Category:	**Statistics, Teaching Methods**
Keywords:	Statistics, International, Socio-economic Development
Author:	Baldwin, Harriet et al
Title:	**The Development Data Book: Social and Economic Statistics on 125 Countries (and) Teaching Guide**
Date:	1984
ISBN/Publisher:	0-8213-0312-0 World Bank Publication Sales Unit, 1818 H St. NW, Washington DC 20433 ($5.00)

Statistics representing social and economic conditions in 125 developed and developing countries with populations of more than 1 million are presented. The booklet presents a series of maps, charts, graphs and tables representing separate sections on life expectancy, adult literacy rate, population growth rate, gross national product per capita, and merchandise exports, and giving data on other social and economic indicators as well. The accompanying teacher's guide presents learning activities for secondary students who are studying world geography, world history, economics, or current affairs. Activities are organised into sections corresponding with the sections in the data booklet. Within these sections, activities are grouped as follows: understanding the indicator, interpreting the map, understanding the charts, thinking about what you have learned, and supplementary activities. Culminating activities are followed by outline maps of the world, Latin America and the Carribean; southern Europe, the Middle East, and North Africa; and Asia and Pacific. The guide concludes with a comparative data table and foreign trade chart worksheet.

Category:	**Statistics, Bibliographies, Reviews**
Keywords:	General, Reviews, International, Statistics, Bibliographies
Author:	Barton, David and Hamilton, Mary E.
Title:	**Researching Literacy in Industrialised Countries: Trends and Prospects**
Date:	1990
ISBN/Publisher:	UNESCO: Paper commissioned for the European Conference of Directors of Educational Research Institutions, Yugoslavia, 9-12 October

Influences upon trends in literacy research include national and international agendas, active networks, and public images of literacy. Five trends in literacy research can be discerned. The first trend is research that tries to determine the extent of difficulties with literacy and its causes. Another trend is a shift in views and definitions of literacy toward a 'social view'. Third, a trend toward developing models of literacy learning appropriate for adults is noticeable. The fourth trend is an appreciation of the diversity of needs for literacy within the populations of industrialised countries and the development of flexible types of provision to meet these needs. A fifth trend is toward seeing literacy within the broader framework of language policy within a country and investigating the accessibility of contemporary language. Appropriate pre-requisites for adult literacy research are examination of links between research and practice, an interdisciplinary approach, and international networks (Appendices include 129 references, examples of international and national agendas for literacy, summaries of methods and results of selected literacy surveys, and information on an exchange network on functional literacy in industrialised countries. An abstract in French is provided.

Category:	**Statistics, Definitions, Measurement**
Keywords:	Statistics, Measurement, Functional Literacy, National Surveys, Socio-economic Development, USA, Canada, France, UK, Sweden, Canada, Germany
Author:	Benton, Lauren and Noyelle, Thierry. OECD Centre for Educational Research & Innovation
Title:	**Adult Illiteracy and Economic Performance**
Date:	1992
ISBN/Publisher:	9264-13597-90 ECD Publications

Considers evidence that a large proportion of workers have literacy skills below what is required in their daily lives and examines implications for the economy. Includes investigations in USA, Canada, France, UK, Sweden and FRG, appendices on Canada's national survey and measurement of functional literacy.

Category:	**Statistics, Programme Evaluation**
Keywords:	Statistics, Programme Evaluation, Organisation, Management, Definitions, Policy, Teaching Methods, Teaching Materials, Staff Training
Author:	Bhola, H.S.
Title:	**World Trends and Issues in Adult Education**
Date:	1989
ISBN/Publisher:	1-85302-030-3 Prepared for International Bureau of Education Publisher: Jessica Kingsley (London) in association with UNESCO (Paris)

Review of adult education 1949-89 emphasising role of adult education as central to the process of development and change in the world. Third world bias but includes some interesting reflections on developed countries. Includes overview of theories, ideologies etc., that have influenced policy.

Category:	**Statistics, Reviews**
Keywords:	Statistics, Reviews, International, Trends
Author:	Bhola, H.S.
Title:	**World Trends and Issues in Adult Literacy: Update 1990**
Date:	1990
ISBN/Publisher:	Paper presented at the Annual Convention of the International Reading Association, Atlanta, GA 6-11 May 1990

Some of the trends and issues in worldwide adult literacy include the existence of the following: (1) an increasing percentage of literate people, perhaps resulting from more children's education rather than literacy initiatives for adults; (2) fuzzy definitions of literacy and inaccurate self-reported data; (3) a change in ideology, moving from viewing adult literacy as charity, to radicalism, to pragmatism; (4) the need to ensure that literacy for liberation is pro-people but not necessarily anti-state; (5) a move toward education for all, spurred by UNESCO; (6) the need to learn to nest adult literacy policies within educational policies and to nest educational policies within development policies; (7) the professionalisation of the field of adult literacy; (8) a need to resolve the tension between theory and practice, between northern and southern hemispheres; (9) the need for social mobilisation for adult literacy; (10) innovation in institution-building and organisation of literacy work and borrowing and adapting across cultures; (11) the need to make adult literacy a part of the institutional mission of all extension agencies; (12) a tendency to focus more on the content of literacy materials; (13) the need to merge local and national concerns in the content of the literacy curriculum; (14) the re-education of adult literacy professionals and (15) the emergence of evaluation in the world of adult literacy.

Category:	**Statistics**
Keywords:	Statistics, International, Trends
Author:	Carceles, Gabriel
Title:	**World Literacy Prospects at the Turn of the Century: Is the Objective of Literacy for All by the Year 2000 Statistically Plausible?**
Date:	1990
ISBN/Publisher:	Comparative Education Review, 34, 1, 4-20, Feb 1990

Describes status and challenge of worldwide illiteracy. Discusses statistical plausibility of universal literacy by 2000. Predicts literacy universalisation will take from 14 to 20 years, depending on region, if 1980s trends continue. Implies literacy work requires action strategies commensurate with problem, including national programmes and mass campaigns.

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Category:	**Statistics**
Keywords:	Statistics, Canada
Author:	Council of Ministers of Education and Department of the Secretary of State of Canada
Title:	**Adult Literacy Canada**
Date:	1990
ISBN/Publisher:	Report to 42nd Session International Conference on Education, Geneva, 3-8 September 1990

Available through Statistics Canada.

Category	**Statistics, Social/cultural Influences**
Keywords	Social/cultural Influences, Student Attitudes, National Surveys, Target Groups, Assessment of Levels, Canada
Author	Creative Research Group Ltd
Title	**Literacy in Canada. A Research Report**
Date	1987
ISBN/Publisher	Toronto, Ontario

This document reports the results of a study of literacy in Canada conducted for the Southam News in 1987. During the study, 2,398 Canadians were surveyed to determine the levels of literacy they possessed and how they coped in society if they were illiterate. The research methodology is based on an assessment of literacy conducted in 1985 by the National Assessment of Educational Progress (NAEP) in Princeton, New Jersey. This report contains 131 tables reporting results of the research, as well as a copy of the questionnaire. Some of the highlights of the findings are: the incidence of illiteracy generally increases from west to east across Canada; women are marginally more literate than men, and younger Canadians are more literate than older Canadians; illiteracy in either of Canada's official languages is higher among immigrants (35%) than native born Canadians; illiterates earn 2/3 of the income of literates; reading and writing are not considered important on the job for 54% of illiterates; only 10% of illiterate people are enrolled in, or thinking of taking, remedial courses; one of six working Canadians is illiterate; and Canadians age 21 to 25 perform at a slightly lower level than Americans in the same age group who have taken the same survey.

Category	**Statistics, Definitions**
Keywords	Definitions, National Surveys, USA, Statistics
Author	Department of Education, Washington DC
Title	**Defining Literacy and the National Adult Literacy Survey**
Date	1990
ISBN/Publisher	Report to Congress

The Adult Education Amendments of 1988 require the Department of Education to submit a report to Congress on the Definition of literacy and then to estimate the extent of adult literacy. Literacy has been defined by self report in early Census Bureau surveys, in a competency based approach by the Adult Performance Level project, and as 'the application of skills and knowledge across a variety of adult contexts' by the 1985 National Assessment of Educational Progress (NAEP). The NAEP definition is being used by the National Workplace Literacy Project, and it has also been adopted by the Educational Testing Service (ETS) for the 1992 National Adult Literacy Survey (NALS), which will assess a nationally representative sample of adults (ages 16 through 64) residing in private houses and college dormitories in the 48 contiguous states. About 12,500 1-hour one-to-one interviews will be conducted. The assessment of literacy skills is planned to last 45 minutes, during which respondents will perform simulation tasks. The remaining 15 minutes will be devoted to obtaining background information. ETS will offer states the opportunity to conduct a concomitant State Adult Literacy Survey. Lists of information contacts and committee members are appended.

Category	**Statistics**
Keywords	Statistics, Functional Literacy, Literacy, Illiteracy Levels, Ethnic Groups, Netherlands, National Surveys, Youth
Author	Doets, C., Groen, P., Huisman, T. and Neuvel, J.
Title	**Functional Illiteracy in the Netherlands**
Date	1991
ISBN/Publisher	UNESCO, Rapportage

Statistical study on the nature and extent of social illiteracy in the Netherlands. Based on questionnaire-administered to stratified sample in 1991. Includes data on literacy and age; gender; ethnicity, and social group.

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Category	**Statistics**
Keywords	Definitions, Measurement, Bilingualism, Functional Literacy, Non-native Speakers, Netherlands, Second Language Acquisition, Statistics
Author	Doets, C., Groen, P., Huisman, T. and Neuvel, J.
Title	**Functional Literacy in the Netherlands**
Date	1991
ISBN/Publisher	SVE (Netherlands study and development centre for adult education)

Final report of a national study which provided data on the nature and extent of adult illiteracy in the Netherlands. Includes separate data on those living in the Netherlands but not of Dutch descent, and describes process by which functional illiteracy was defined.

Category	**Statistics, Social/cultural Influences**
Keywords	Statistics, Definitions, Measurement, Literacy, Numeracy, Social/cultural Influences, Employment, Youth, Qualifications, Gender, UK
Author	Ekinsmyth, C. and Bynner, J.
Title	**The Basic Skills of Young Adults: Some findings from the 1970 British Cohort Study**
Date	1994
ISBN/Publisher	1-870741-80-3 ALBSU

Reports on an assessment of literacy and numeracy skills given to a representative sample of British young adults aged 21, and on the relationship of performance to education, training and employment experience, and to family background.

Category:	**Statistics, Definitions, Target Groups/Minorities**
Keywords:	Statistics, National Surveys, Target Groups, Ethnic Groups, Trends, South Africa
Author:	Ellis, C.S.
Title:	**The Promotion of Literacy in South Africa: Numbers and distribution of literate black adults. Report TLK/Lit.2**
Date:	1982
ISBN/Publisher:	0-86965-607-0 Human Sciences Research Council, Pretoria

Literacy trends among black adults in the Republic of South Africa and in some black states in southern Africa were determined from data obtained from population census reports from 1946 to 1970. Problems concerning the determination of literacy statistics included differing definitions of literacy and data that were subjective, difficult to compare, and unreliable. During the period studied, there was an increase in literacy which amounted to about 1% per annum. Literacy tended to be higher in urban areas than in rural areas and higher in white areas than in black states. In urban areas the percentage of literate women was higher than that of literate men; the position was reversed in the rural areas. For the total black population literacy among men was slightly higher than among women. Literacy was higher among lower age groups. The biggest increase in literacy was also in the lower age groups and among males. The promotion of literacy among all the identified groups was recommended.

Category:	**Statistics, Definitions**
Keywords:	Statistics, National surveys, Social/cultural Influences, South Africa
Author:	Ellis, Cornelia S.
Title:	**Literacy Statistics in the RSA, 1980. Report Soling 12**
Date:	1987
ISBN/Publisher:	0-7969 0436-7 Human Sciences Research Council, Pretoria

Literacy data were collected on a 5% sample of the Republic of South Africa's 1980 population census. Approximately 5 million persons age 20 or older were found to be illiterate. The racial breakdown of the literacy rate among the different population groups was as follows: Asians 79.84%; whites 97.18%; recially mixed persons 68.54%; blacks 45%. Illiteracy rates were found to be highest in rural areas and among blacks, racially mixed and Asians. The illiteracy problem appeared to be greater among women than men, and the increase in literacy among men was greater than that among women. The greatest discrepancy between the literacy levels of the sexes in one race (a 21.65% discrepancy) is among Asians. The highest illiteracy rates (for all racial groups studied) were found among persons over the age of 35. In present circumstances, the chance of becoming literate after passing the usual school age seems to be slight or unlikely. For this reason, increasing the percentage of literate adults in the population still depends primarily on adding young literates to the population. This report also includes responses to criticisms that have been raised concerning the methodology of conducting South Africa's census and defining and determining literacy rates among the country's different racial groups.

Category: **Statistics, Definitions, Policy**

Keywords: Functional Literacy, Training Provision, Statistics, Definitions, Policy, France

Author: Espérandieu, V., A. Lion and J.P. Bénichou

Title: **Des Illettres en France. Rapport au Premier Ministre**

Date: 1984

ISBN/Publisher: 2-11-001227-7. La Documentation Francaise

Report on a working group set up by the French government to examine the extent and nature of adult illiteracy in France. This official report led to the adoption of a series of measures to combat adult illiteracy.

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Category: **Statistics, Programme Evaluation**

Keywords: Statistics, Programme Evaluation, Germany, Literacy, Functional Literacy, National Surveys, Illiteracy Levels

Author: Fuchs-Brüninghoff, E., Kreft, W. and Kropp, U.

Title: **Analphabetisme Fonctionnel et Activites D'Alphabetisation dans les Pays Developpes: Le cas de la Republique Federale D'Allemagne**

Date: 1987

ISBN/Publisher: UNESCO, Institut pour l'education, Hambourg

Investigates nature and extent of functional illiteracy in West Germany. Includes statistics on illiteracy, history of literacy programmes, teaching methods and limited policy suggestions.

Category: **Statistics, Training Provision**

Keywords: General, Reviews, Northern Ireland, Training Provision, Statistics

Author: Hainsworth, P.

Title: **Some Comments on Adult Literacy Provision in Northern Ireland**

Date: 1981

ISBN/Publisher: J. Furth. High. Educ., v5, n2, p3-8 Summer 81

Details statistics and reviews provision.

■

Category: **Statistics**

Keywords: Statistics, National Surveys, Numeracy, Skills Levels, England and Wales, Scotland

Author: Hamilton, M. and Stasinopoulos, M.

Title: **Literacy, Numeracy and Adults. Evidence from the National Child Development Study**

Date: 1987

ISBN/Publisher: 0 906509 93 9 ALBSU/MSC

Outcome of a 1 yr research project based on evidence collected by the National Child Development Study. Provides evidence about the background of 1676 individuals born in England, Scotland and Wales during one week in 1958 and the practical problems they encounter. It also considers why some people left school with inadequate mastery of essential skills.

Category:	**Statistics**
Keywords:	Statistics, National Surveys, USA, Policy, Legislation
Author:	Irwin, Paul M.
Title:	**Adult Literacy Issues, Programs and Options. CRS Issue Brief Updated**
Date:	1991
ISBN/Publisher:	Library of Congress, Washington DC, Congressional Research Service

Media reports suggest widespread illiteracy among adults who may not be able to read, write, speak or otherwise communicate competently enough to meet the demands of modern society. No consensus has been reached regarding a definition of illiteracy or supporting statistics. Estimates of adult illiteracy range from 0.5% to 50%, meaning that of the 196 million Americans over age 14 in 1988, the number who are less than functionally proficient would range from 1 million to 100 million. Illiteracy and incompetence in the nation's workforce imply losses through low productivity, accidents, employee errors, and extra training programmes. High rates of illiteracy are reported among welfare recipients and those in criminal institutions. Federal assistance for adult education and literacy programmes is primarily authorised through the Adult Education Act (AEA). The AEA serves an estimated 3.9 million people annually, with a fiscal year 1991 appropriation of $229 million. In 1983, the Adult Literacy Initiative was launched to increase national attention to adult literacy. Much of the public effort by states and localities to address literacy problems is organised under the federal AEA programme. Literacy programmes are also operated by private groups. Federal options for responding to the problems of adult illiteracy are continuation of existing programmes, increased funding, targeting and prioritisation, and increased federal initiative and leadership. A national commission might be established to define illiteracy and provide expert direction towards increasing the quality of literacy data. Current legislation addressing the problem includes the National Literacy Act of 1991, the Higher Education Technical Amendments, and the Strengthening Education for American Families Act.

■

Category:	**Statistics, Reviews, History, Comparative Studies**
Keywords:	Statistics, General, Reviews, Comparative Studies, Social/cultural Influences, Sweden
Author:	Johansson, E.
Title:	**History of Literacy in Sweden in Comparison with Some Other Countries**
Date:	1977
ISBN/Publisher:	Umea Educational Reports No. 12

Preliminary results of a project quantitatively surveying literacy over time in its social context.

Category	**Statistics, Social/cultural Influences, Measurement**
Keywords	Social/cultural Influences, National Surveys, Young People, Skills Measurement, USA
Author	Kirsch, I.S. and Jungeblut, A.
Title	**Literacy: Profiles of America's Young Adults**
Date	1986
ISBN/Publisher	Report No. 16-PL-02 Princeton, NJ: NAEP

NAEP report. Summarises findings of major literacy assessment of America's young adults age 21-25.

Demographic information includes: home environment, early language experience, educational attainment, aspiration, employment status, current reading and writing activities, involvement in community affairs

Academic information: measurement of core skill (100 literacy tests organised into 3 scales – quantitative, document and prose literacy) and an oral language interview for those who performed poorly on the core skills

Category	**Statistics, Target Groups**
Keywords	Target Groups, National Surveys, Unemployed, Job-Related Basic Skills, USA, Employment, Statistics
Author	Kirsch, I.S. and Jungeblut, A.
Title	**Profiling the Literacy Proficiencies of JTPA and ES/UI Populations: Final Report to the Dept of Labor**
Date	1992
ISBN/Publisher	0-88685-1351 ETS

Literacy assessment and survey (prose, document and quantitative tasks) of a national sample of nearly 20 million participants in the US Dept of Labor programs which target the unemployed and those seeking better jobs.

■

Category	**Statistics, Measurement**
Keywords	Statistics, Measurement, Definitions, Literacy, Numeracy, USA, Minority Groups, Offenders, Prisoners, Special Needs, Second Language
Author	Kirsch, I.S., Jungeblut, A., Jenkins, L. and Kolstad, A. National Center for Education Statistics
Title	**Adult Literacy in America. A first Look at the Results of the National Adult Literacy Survey**
Date	1993
ISBN/Publisher	0-16-041929-8 ETS/NCES

The National Adult Literacy Survey was carried out in the US in order to get a profile of the English literacy of US adults across a wide array of tasks. 13,600 individuals aged 16 or over were interviewed in 1992, and special samples also provided (a) state estimates, (b) information on the prison population. Total sample is over 26,000.

Five overall levels of literacy and numeracy (quantitative literacy) are used. This report gives the results of the main preliminary analyses, and indicates that approximately a fifth (many immigrant) perform at the lowest level, and about a quarter at level 2.

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Category:	**Statistics, Measurement, Target Groups/Youth, Social/cultural Influences**
Keywords:	Youth, Statistics, National Surveys, Measurement, Functional Literacy, Student Characteristics, USA
Author:	Kirsch, Irwin S. and Jungeblut, Ann
Title:	**Literacy: Profiles of America's Young Adults. Final Report**
Date:	1986
ISBN/Publisher:	0-88685-056-8; NAEP 16 PL 10 National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton NJ 08541

This document provides the final report of a survey conducted by the 1981 National Assessment of Educational Progress (NAEP) to assess the literacy skills of America's young adults. Chapter 1 provides the rationale for conducting a study of literacy proficiencies of young adults aged 21 to 25. Purpose and conceptual framework of the research are set against a brief discussion of prior assessment efforts. Chapter 2 reviews the instrumentation and methodology (focusing on the assessment design), the data collection activities, the scoring and entry of data, and the scaling of the simulation tasks. Major sections of Chapter 3 deal with the dimensionality of literacy skills, scaling the adult literacy tasks, and describing and anchoring the literacy scales. Chapter 4 profiles proficiencies for the total group of young adults assessed on each of three literacy scales. Chapter 5 compares young adults with in-school populations and describes performance at five levels of reading proficiency. Young adults are characterised in Chapter 6 using three variables as a framework: race/ethnicity, parental education, and respondents' education. Chapter 7 presents analyses investigating the relationship among demographic characteristics, educational variables, literacy practices and the four literacy outcome measures. The oral language assessment is described in Chapter 8. Appendices contain: (1) sampling, weighting and sample error estimation; (2) scaling and scoring procedures; (3) data; (4) the background and attitude questionnaire; and (5) a list of consultants used to develop and review assessment and exercises.

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Category:	**Statistics, Target Groups, Training Provision**
Keywords:	Statistics, National Surveys, USA, Student Characteristics, Reviews
Author:	McGrail, Janet
Title:	**Adult Illiterates and Adult Literacy Programs: A Summary of Descriptive Data**
Date:	1984
ISBN/Publisher:	National Inst. of Education (ed), Washington DC

A portrait of illiterates and literacy programmes in the United States in 1980s is derived from this summary of the most up to date, valid information that could be obtained from a literature review. The first section on adult illiterates identifies data sources, numbers of illiterates, and characteristics of the five main groups (the elderly, minorities, the poor, unemployed, and southern and rural residents). The next section includes these categories of adult literacy programmes: state administered under the Adult Education Act, volunteer, community based, correctional, military, business and industry, federal occupational training, and college and university. For each programme area, available information is presented on programme characteristics, numbers of participants, participant characteristics, and other factors such as persistence in programme, reasons for quitting, and benefits derived. Finally, some recommendations are made regarding the future collection and analysis of descriptive data on illiterates and literacy programmes.

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Category:	**Statistics, Policy, Definitions**
Keywords:	Statistics, National Surveys, USA, Definitions, General
Author:	Mikulecky, Larry
Title:	**The Status of Literacy in our Society**
Date:	1986
ISBN/Publisher:	Paper presented at the Annual Meeting of the National Reading conference, Austin, TX, 2-6 December 1986

Noting that the popular press and other media have purveyed much information and misinformation about the status of adult literacy in the United States, this paper focuses upon what is known about literacy levels and gives special attention to changes in literacy demands and to what is currently being done to meet those demands. The first section of the paper ('What is Literacy and Who is Literate?') examines several historical definitions of literacy before looking at national surveys of literacy abilities. The second section ('Changes in Literacy Patterns and Demands') explores changing demands, habits and abilities of the population since the 1700s; while the third section ('Adult Literacy and Basic Education') summarises demographic information about who receives basic education, what is known about the cognitive characteristics of adult illiterates, and how much time is required for learning gains. The fourth section ('Effective Literacy Programs and the Problem of Transfer') reviews research on effective programmes and studies of the extremely limited transfer of newly learned literacy abilities. The final section of the paper identifies trends in the research, some problem areas and recommendations for future study. A six page reference list is appended.

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Category:	**Statistics, Definitions**
Keywords:	Statistics, Comparative Studies, International, Literacy, Definitions
Author:	Nascumento, G.
Title:	**Illiteracy in Figures**
Date:	1990
ISBN/Publisher:	UNESCO Literacy Lessons Series

Pamphlet with selected statistics and brief analysis of world illiteracy, with comparisons across countries. Statistics include UNESCO targets for year 2000, and details on their definitions of illiteracy.

Category:	**Statistics, Definitions**
Keywords:	Statistics, Definitions, Canada
Author:	National Literacy Secretariat and Social Trends Analysis Directorate
Title:	**Definitions, Estimates and Profiles of Literacy and Illiteracy. Working Paper No. 1**
Date:	1990
ISBN/Publisher:	Dept of the Secretary of State, Canada

Available through Dept of the Secretary of State, Canada

■

Category:	**Statistics, Definitions, Measurement, Target Groups/Youth**
Keywords:	Statistics, National Surveys, USA, Skills Analysis, Definitions, Measurement, NAEP, Youth
Author:	Pendelton, Audrey
Title:	**Young Adult Literacy and Schooling: A Summary Report**
Date:	1988
ISBN/Publisher:	National Center for Education Statistics (ed), Washington DC

The study used data from the National Assessment of Educational Progress report to examine the relationship for young adults between functional literacy skills and educational attainment. Educational attainment was classified into four categories: less than a high school graduate, high school graduate, some post-secondary education and college graduate. On the average, dropouts had lower literacy skills than high school graduates. There was a large increase in literacy skills for college graduates compared with high school graduates. Comparison of educational attainment and race/ethnicity showed that the literacy skills of blacks and hispanics were lower than those of whites within each educational level. Additional analysis of literacy skills was done for white young adults by further subdividing some of the groupings. (The sample of blacks and hispanics was too small to permit further breakdown.) The literacy skills of high school equivalency certificate recipients were similar to those of high school graduates on two of three scales, but lower on the third scale. Among young adults completing at least two years of college, those currently enrolled in school had higher literacy skills than those not enrolled. The literacy scores of college students completing two or more years and currently enrolled were equivalent to the scores of graduates of four-year colleges.

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Category:	**Statistics, Definitions**
Keywords:	Statistics, National Surveys, Canada, Measurement, Functional Literacy, Skills Analysis
Author:	Satin, A., Kelly, K., Montigny, G. and Jones, S.
Title:	**Canada's Survey of Literacy Skills used in Daily Activities: Survey Preparation and Measurement Issues**
Date:	1992
ISBN/Publisher:	Appendix 1 in OECD, Adult Illiteracy and Economic Performance, p59-67 ISBN 92-64-13597-9

Describes the objectives and methodology of the national survey of literacy by Statistics Canada.

Category	**Statistics**
Keywords	Statistics, National Surveys, Literacy, Numeracy, Cohort Studies, Youth
Author	Simonite, V.
Title	**Literacy and Numeracy: Evidence from the National Child Development Study**
Date	1983
ISBN/Publisher	ALBSU Pamphlet

Contains information taken from a longitudinal study of people born in March 1958 and indicates that among this group over 6% have problems with reading and writing. This suggests that previous estimates of numbers with literacy problems were under-estimates.

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Category	**Statistics, Definitions**
Keywords	Statistics, Definitions, USA
Author	Smith, Patricia H. et al
Title	**Illiteracy in America: Extent, Causes and Suggested Solutions**
Date	1986
ISBN/Publisher	Superintendent of Documents, US Govt Printing Office, Dept 36-UH, Washington DC 20402-93225 ($4.75)

This report examines reasons for the varying estimates of illiteracy in United States. It discusses why the agency charged with transmitting literacy, the public school system, has not satisfactorily accomplished this task and recommends improvements to reduce and eradicate illiteracy. Part 1 focuses on the confusion about the extent of illiteracy because of varying definitions of literacy. The relationship between literacy and the economy is discussed in the light of business and industrial needs for and concern over the lack of a literate work force. Other factors affecting estimates of illiteracy are highlighted. Part 2 considers causation by examining how each of the various elements woven into the fabric of education contribute to the decline in literacy. the discussion centres on an examination of the changes resulting from important shifts in American culture and education. The issue of holding schools responsible is addressed. Part 3 offers recommendations for prevention of the problem with accompanying explanations. These are made in response to the three shifts discussed in section 2. A conclusion summarises stated and implied recommendations. A list of 288 references is included.

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Category	**Statistics**
Keywords	Statistics, National Surveys, Cohort Studies
Author	Social Statistics Research Unit
Title	**SSRU Cohort Studies – Newsletter No. 1**
Date	1993
ISBN/Publisher	City University, London

Up-to-date information on the NCDS. This issue includes a brief account (p.20) of the BCS70 21 year survey for a study of functional literacy and numeracy skills by ALBSU. Publications arising from the SSRU cohort studies are also included.

Category:	**Statistics, Policy**
Keywords:	Statistics, National Surveys, Canada, Skills Measurement, Functional Literacy, Canada
Author:	Southam News, Canada
Title:	**The Southam Literacy Survey: Literacy in Canada: a Research Report**
Date:	1987
ISBN/Publisher:	Southam News, Ottawa

Report of a research study undertaken to provide a comprehensive assessment of the literacy performance of adult Canadians. The study (sample size 2398) establishes a criterion measure of functional literacy and was designed to address the public policy implications of the results. A brief overview of methodology and findings is followed by the detailed results including performance on NAEP Summary Scale profile of different literacy levels and a comparison of literacy levels between Canadian and US youth.

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Category:	**Statistics**
Keywords:	Statistics, National Surveys, Canada, Skills Analysis
Author:	Statistics Canada
Title:	**Adult Literacy in Canada. Result of a National Study.**
Date:	1991
ISBN/Publisher:	Ottawa, Canada. Also 'Reading Skills of Adults in Canada': excerpts from above (11 WSq)

A report on the findings of a 1987 nationwide study (of 13,571 people aged 16-69) of adult literacy in Canada. Chapters on descriptive analyses of literacy skill levels, differences among Canadians and reading skills. Ten further chapters by experts offer an interpretation of the data in their own realm of experience. The major findings are summarised.

Also 'Reading Skills of Adults in Canada': excerpts from above.

Also at 11 Woburn Square.

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Category:	**Statistics**
Keywords:	Statistics, National Surveys, Canada, Functional Literacy, Definitions, Measurement, Uses
Author:	Statistics Canada
Title:	**Estimates of Literacy Skills for Small Areas. Survey of Literacy Skills used in Daily Activities**
Date:	1992
ISBN/Publisher:	Statistics Canada

Provides background information related to the survey including how reading skills were measured and the definition of literacy used. Then outlines the statistical methodology developed to estimate reading skill profiles for Canadian Federal Electoral Districts, Census Divisions and Census Sub-divisions. Finally provides a sample profile.

Category:	**Statistics, Reviews, Training Provision**
Keywords:	Statistics, National Surveys, Canada, Functional Literacy
Author:	Thomas, Audrey M.
Title:	**Adult Basic Education and Literacy Activities in Canada 1975-76**
Date:	1976
ISBN/Publisher:	World Literacy of Canada, 692 Coxwell Ave, Toronto, Ontario. M4C 3B6. (S10 airmail, S7 surface)

The 1-year project reported here was undertaken for the World Literacy of Canada to survey the nature and extent of functional illiteracy in Canada with a focus on those activities currently being undertaken in Anglophone Canada. The introduction provides background on the extent of the problem comparing 1961 and 1971 Census statistics, and defines the scope of the project. In a 1971 census data analysis, 20 tables and 6 figures are presented showing national and provincial breakdowns of the target population for selected demographic and social characteristics. Capsule descriptions are provided for each characteristic and a profile of the 'typical' adult in the target population is built up. Methodology for the two phases of the project (in Ontario and in the rest of anglophone Canada) are described. Types of organisations currently involved in Canadian Adult Basic Education (ABE) and literacy are described and findings from the interview schedules in Phase 1 are presented (Phase 1 covered 23 organisations involved in ABE and literacy in Ontario. Administrators, instructors, and students of these programmes were interviewed to gain as full a picture as possible of programme operations.) The section presenting Phase 2 findings includes a summary of the delivery systems for ABE existing in all of the provinces except Quebec, and a summary of a survey of anglophone school boards. The final conclusions section presents a series of questions, issues, and concerns arising from the whole project. Selected bibliography and appendices with additional statistics are also included.

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Category:	**Statistics, Definitions, Bibliographies**
Keywords:	Statistics, National Surveys, Canada, Policy, Bibliographies
Author:	Thomas, Audrey M.
Title:	**Adult Illiteracy in Canada: A Challenge. Occasional Paper No. 42**
Date:	1983
ISBN/Publisher:	Canadian Commission for UNESCO, Ottawa, Ontario.

This description and discussion of literacy activities and issues in Canada begins with an attempt to draw together various aspects of the historical developments on literacy and current definitions and attempts at measurement. Literacy's link with adult basic education is also studied. Elements of the global situation are highlighted, and some developments in the industrialised world are examined more closely, using Great Britain, Australia, and the United States especially as case study examples. The balance of the paper is devoted to the Canadian situation. It begins by giving the census data on educational attainment, proceeds with a description of various responses to the adult literacy issue by the federal and provincial governments as well as by a variety of other organisations, and finally raises some questions on the issues at stake. These include jurisdictional questions, policies and funding, specific populations, motivation and access, methods and materials, training and professional activities, research, and supportive services. A fairly comprehensive bibliography with emphasis on Canadian sources and a director of Canadian organisations and contact persons are provided.

Category:	**Statistics, Measurement, Target Groups/Youth**
Keywords:	Measurement, Assessment, National Surveys, USA, Reading, Youth, NAEP, Project Evaluation
Author:	Tierney, Robert J.
Title:	**National Assessment of Educational Progress (NAEP) in Reading Education**
Date:	1979
ISBN/Publisher:	NAEP

Study of the work of the National Assessment of Educational Progress, particularly its assessment of reading ability levels in the USA at the end of the 1970s. Presents assessment instruments used and data on performance on reading assessments by class origins, race and community type.

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Category:	**Statistics, Bibliographies**
Keywords:	Statistics, National Surveys, Bibliographies
Author:	UNESCO
Title:	**Annotated Bibliography of National Sources of Adult Education Statistics**
Date:	1989
ISBN/Publisher:	UNESCO

Lists sources for statistics on adult education in member states of UNESCO. Aimed at administrators, planners and research workers in adult education. Based on questionnaires circulated by UNESCO to 63 countries.

Category:	**Statistics, Definitions**
Keywords:	Statistics, Definitions, National Comparisons, Comparative Studies, Literacy
Author:	UNESCO
Title:	**Compendium of Statistics on Illiteracy No. 31**
Date:	1990
ISBN/Publisher:	UNESCO

Extensive statistics on worldwide illiteracy 1960-1990. Includes definitions of illiteracy; analysis of trends; comparative national data and census and survey returns.

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Category:	**Statistics**
Keywords:	Statistics, International, Demography, National Surveys
Author:	UNESCO
Title:	**Statistics of Educational Attainment and Illiteracy 1945-74.**
Date:	1977
ISBN/Publisher:	UNESCO Statistical Reports & Studies No. 22. (7 Place de Fontenoy, 75700 Paris $8.50)

This publication presents statistics on educational attainment and illiteracy by country, age, sex, and other characteristics where available. Data are derived from censuses and surveys carried out since 1945, supplemented by a limited number of estimates. Most of the basic data is taken from the Demographic Yearbook Population Census questionnaires collected by the United Nations Statistical Office. The text is presented in English, Spanish and French. Data for over 200 countries/territories are contained in the document.

Category:	**Statistics**
Keywords:	Statistics, International Surveys, Demography
Author:	UNESCO Division of Statistics on Education
Title:	**The Current Literacy Situation in the World**
Date:	1987
ISBN/Publisher:	UNESCO

Brief overview for c. 1985.
Includes developed countries: Europe, USSR, Canada, US, Japan, Israel, Australia, New Zealand and South Africa. Availability of China data means revised world estimates.
Illiteracy rates by country, region, sub-region, sex and age (15+).

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Category:	**Statistics**
Keywords:	Statistics, International, National Surveys, Trends
Author:	UNESCO Division of Statistics on Illiteracy
Title:	**Statistics on Illiteracy**
Date:	1990
ISBN/Publisher:	UNESCO

Part 1: Estimates and projections of illiteracy.

Classification of countries: developed, developing.

Trends and prospects at world, regional and country level.

Part 2: Illiteracy by country, censuses and surveys since 1960.

Category:	**Statistics, Definitions**
Keywords:	Statistics, Literacy, Policy, Definitions, Youth
Author:	UNESCO Office of Statistics
Title:	**Basic Education and Literacy: World Statistical Indicators**
Date:	1990
ISBN/Publisher:	UNESCO

Worldwide statistics on education at primary and secondary education, public expenditure on education, projections of demography, education and illiteracy for the year 2000.

■

Category:	**Statistics, Reviews, Training Provision**
Keywords:	Reviews, Statistics, National Surveys, South Africa
Author:	van Heerden, G.
Title:	**Adult Literacy in South Africa. A Centre for Education Study**
Date:	1991
ISBN/Publisher:	0-86980-850-8

Defines literacy in the context of South Africa, surveys the scale of illiteracy and presents demographic data. Also reviews current provision.

Category	**Statistics**
Keywords	Statistics, Definitions, Policy, France, Adult-child Comparisons
Author	Vélis, J-P
Title	**La France Illetrée**
Date	1988
ISBN/Publisher	2-02-010088-6. Editions du Seuil.

This book provided the fullest picture to date of illiteracy in France, among both adults and children. Combines statistics and discussions of policy with anecdotes and case histories.

Category	**Statistics, Policy**
Keywords	Statistics, National Surveys, Australia, Policy
Author	Wickert, R.
Title	**No Single Measure: A Survey of Australian Adult Literacy**
Date	1989
ISBN/Publisher	0-644-09140-1

A summary report of the first national survey of adult literacy in English in Australia which aimed to identify the incidence and nature of literacy difficulties, explore socio-cultural factors, and identify needs in terms of policy and provision to produce a research design for developing such surveys.

3. SOCIAL AND CULTURAL INFLUENCES

An increased emphasis on the social and cultural context of literacy has been apparent in the research of the last two decades - especially in the UK, but also in other industrialised countries. There are, however, a number of different strands of work, which vary in the extent to which they incorporate political positions and dimensions, and in the breadth of their field of study.

Brian Street distinguishes between 'autonomous' models of literacy, which assume the possibility of neutral definitions and context, and ideological models of literacy. Although most recent approaches to measurement and collection of statistics on illiteracy use various definitions, they are nonetheless autonomous in Street's terms, being reached by reference to mainstream cultural and employment activities and assuming neutral or technical definitions, often of discrete skills (see sections on **Statistics**, **Measurement** and **Definitions**). An alternative view is to consider literacy not as a skill, but as a set of practices embedded in social and cultural contexts, contested and 'ideological' (see also Mace's work, referenced under **Target Groups**). Such approaches stem from the influential study of literacy practices of the 'non-literate' Vai people by Scribner and Cole. A further powerful influence on ideological models is the work of Paulo Freire with his emphasis on literacy as 'empowerment' and the role of the literacy process in developing a critical reflection on social reality and the tools to transform it (see also **History** section). Ideological models emphasise that literacy in practice has a political nature and reflects the nature of social structure, power relationships and what those in positions of power see as appropriate (see Street, 1984 and 1985; also Taylor and Draper in **General/Reviews** section).

An emphasis on literacy as a social practice pervades the work of a number of researchers based at the University of Lancaster, England. Barton (1990) argues that contemporary studies of literacy can be divided into two sorts. One treats it as a psychological phenomenon: - this would encompass many of the works classified under **Learning**, which emphasise the processes of finding meaning and understanding, but focus on the individual not the context. The other sort of study treats literacy as a social practice. Barton argues that a complete view of literacy must encompass social practices, the roles people take, their networks of support, the value attached to literacy, literacy and (social/economic) change, and how everyday processes of learning are revealed in the home. This perspective is carried through into ethnographic studies of the variety of existing literacy practices and their relationship to people's social and cultural context and identity. (See especially Barton; Hamilton, Barton and Padmore; Ivanic). In the UK Levine has looked at the patterning of literacy in adult life; for example its value and use in employment. In the United States, the work of Fingeret focuses on the social networks of adults, and recognises the need to respond to and integrate these in developing literacy programmes.

Another group of research studies approaches cultural and social influences by examining literacy students' own perceptions and motivations: how they perceive education, and what they want from it. Benseman and Fahy, for example, both report on detailed studies of students' perceptions of adult education, and the way their needs and aspirations are mediated by social (often family) pressures. Beda and Bova provide examples of research concerned with the possible mis-match between programme organisation and student circumstances. Detailed work on students' perceptions and attitudes also help to explain 'elective illiteracy' - students conventionally seen as having 'literacy problems' who do not participate in adult education (Graves and Kinsley; Quigley - see also Street). Other relevant references are found under **Organisational Issues**.

Another group of studies is concerned less with general social structure and more with the way this impinges on and affects activities within the class or tutor group. The starting point is similar; learning is seen as a social phenomenon, as is language. However, the emphasis is on actual communication between teachers and learners - with more detailed 'micro' level data being used. See especially Jarvis, Kress, Brown, Roberts, Quigley.

The studies referred to so far all have a more or less critical (or 'ideological') focus; there is an explicit or implicit rejection of research which treats literacy as something which can be clearly defined and acquired. However, there is also a literature which discusses cultural and social factors in a less critical, more descriptive fashion (see e.g. Chall, Courtney, Pleasant, Gerhardt). These studies map out the extent of cultural diversity, and the relationships between social and cultural variables and literacy, and are far more likely to use quantitative measures and surveys. More critically, Levine looked at the problems experienced by sizeable subliterate minority groups within an industrialised society. Work overlaps with that discussed under **Family Literacy**, **Statistics** and **Employment**, in all of which there are numbers of references to studies of relationships between literacy and social/cultural variables.

A large number of studies continue to associate literacy with social mobility, economic progress, escape from poverty, and implicitly at least therefore, with disadvantage. Evidence of this comes from the extensive targeting of literacy programme provision towards specific groups, e.g. women (and within that group low income single mothers), prisoners, army recruits, travellers/gypsies, the workforce, etc (see **Target Groups** section).

Where autonomous and ideological models appear to converge is in the targeting of programmes in ways that acknowledge the social structures and cultural frameworks within which learning takes place. Allied to this are studies of social/cultural influences on recruitment, participation in and drop out from literacy programmes (see section on **Organisational Issues**). In the area of **Second Language** literacy, an emphasis on context and culture is similarly apparent.

Category	**Social/cultural Influences**
Keywords	Social/cultural Influences, Community Education, Social Practice, England
Author	Barton, D.
Title	**Developing a Practice Account of Literacy from Adult Learners' Perceptions of Literacy and Learning**
Date	1990
ISBN/Publisher	Paper presented at 9th World Congress of Applied Linguistics, Thessaloniki, 15-21 April 1990

Contemporary studies of literacy can be divided into two sorts those approaches which treat it as a psychological phenomenon and those which treat it as a social practice This practice view of literacy can be sketched out by reporting the continuation and changing focus of a study conducted on adult learners' perceptions of literacy and learning Subjects 20 adults from Lancashire England between the ages of 20 and 30 years who had left school as early as possible and with minimal qualifications underwent detailed interviews concerning the part literacy plays in their lives Additional data consisted of ethnographic case studies of individual households, observation of neighbourhood uses of literacy and the collection of recorded data on access points for literacy Preliminary findings suggest categories of significant topics necessary for a complete view of literacy (1) literacy practices, (2) social practices, (3) roles people take, (4) networks of support, (5) the value of literacy, (6) literacy and change, and (7) how everyday processes of learning are revealed in the home Examples from the data illustrate the categories How the social practice of literacy impinges on children is also illustrated with examples from the data The practice view of literacy moves the focus from a static model of an individual with a set of skills to a more dynamic notion of social practices which people participate in

Category	**Social/cultural Influences, Definitions**
Keywords	Social/cultural Influences, Definitions, Writing, Adult-child Comparisons, Second Language Learning, Community Education, History, Schools
Author	Barton, D. and Ivanic, R. (eds)
Title	**Writing in the Community**
Date	1991
ISBN/Publisher	0-8039-3632-X/3633-8 Newbury Park: Sage Publications

Examines the social functions of writing, relating writing practices in the community to domains of education and employment Five case studies detail everyday use of writing Adult writing in different settings is also explored Implications for research and development in the teaching of writing are considered

Chs 2-4: Case studies describing literacy use in 3 separate communities the Amish, bilingual immigrants in Toronto, residents of Lancaster

Ch 5: Ursula Howard on how 19th century English learnt to write

Ch 6: Community publishing and self education

Ch 7: Joanna and Brian Street on school based definitions of literacy

Ch 8: Sue Gardener – What it means to attend literacy classes

Ch 9: Ivanic and Wendy Moss – bridging school literacy education and community literacy practices

See also Linguistics & Education (1991) 3 p.385 for a review of the above

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Student motivation, Research Methods, Profiles
Author:	Beder, H.W. and Valentine, T.
Title:	**Motivational Profiles of Adult Basic Education Students**
Date:	1990
ISBN/Publisher:	Adult Education Quarterly, 40, 2, 78-94

A 62-item scale was developed to measure motivations based on interviews and questionnaires. Data from 323 learners were collected. Factor analysis of the motivational items identified 10 dimensions and cluster analysis of factors scores revealed six subgroups of students. Implications are discussed.

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Student Participation, Surveys, Barriers, Student Attitudes, Participation, Organisational Issues
Author:	Beder, Hal
Title:	**Reasons for Non-Participation in Adult Basic Education**
Date:	1990
ISBN/Publisher:	Adult Education Quarterly, v40, n4, p207-218

Determination of reasons and the underlying structure to non-participation and whether socio-demographic variables were important. Study conducted on 129 18+ USA adults who had not completed high school and never attended ABE. Factor analysis results:

1. low perception of need – correlates positively with age
2. perceived effort
3. dislike of school
4. situational barriers – related to adult mid-life.

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Student Characteristics, Attitudes, Student Motivation, Profiles, Organisational Issues, Participation, New Zealand
Author:	Benseman, John
Title:	**The View from the Other Side of the Educational Door: Adult Education from the Perspective of People with Low Levels of Schooling**
Date:	1989
ISBN/Publisher:	New Zealand Dept of Education, Wellington

A research study explored how a group of adults who have had limited schooling (and therefore would be expected to be non-participants in adult education programmes) view their educational experiences and the opportunities open to them as adults. As an exploratory study, a focused sample of 40 members of the Northern Hotel Workers Union in New Zealand were interviewed about their work and family life, school experiences, and adult education. The study found that school had been a varied experience for the respondents. Most considered schooling something to be endured and had few expectations. As adults, many regret their limited time at school, but these negative feelings do not appear to be related to their non-participation in education. Although most feel they have been able to achieve what they want as adults despite their levels of schooling, they see this becoming more difficult as they age and the job market becomes more competitive. Most respondents are aware of at least some form of adult educational provision and see these programmes as filling two roles: providing recreation/leisure and providing second-chance opportunities for social mobility. There is a strong level of interest in and respect for education among the respondents. About half are interested in educational opportunities for themselves. Four types of non-participants were inferred from the research, and strategies for involving three of these types were suggested. The questionnaire, interview schedule, and bibliography are appended.

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Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Student Motivation, Participation, Organisational Issues, USA
Author:	Bova, B.M. and Zelazek, J.
Title:	**Motivational Orientations of Adult Basic Education Students**
Date:	1984
ISBN/Publisher:	

A study analysed the reasons for adult participation in adult basic education (ABE) programmes. During the study, researchers administered the Educational Participation Scale to 85 females and 72 males enrolled in ABE classes in New Mexico. Data from the returned questionnaires were examined to determine if any of the reasons for participation in ABE were related to age or sex. The researchers found that the factors 'escape' and 'stimulation' were of moderate importance to students between the ages of 18 and 45, of little importance to those in the midlife stage, and of above-moderate importance to those over 55. While 'professional advancement' and 'personal growth' were of above-average importance to adults under the age of 50, a dramatic drop in ranking of scores for these factors occurred for those in later years. Based on these findings, the researchers recommended that ABE instructors make more use of small group instruction, mentoring programmes, field trips, and community awareness programmes. A copy of the Educational Participation Scale is appended.

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Teacher Attitudes, Teacher Expectations, Pygmalion Effect
Author:	Brown, Alan F.
Title:	**Interpersonal Administration: Overcoming the Pygmalion Effect**
Date:	1982
ISBN/Publisher:	Interchange on Educational Policy, v13, n4, p15-26 1982

Researchers used a cognitive-reflective-interactive model for administrator development to help school administrators recognise their own personal constructs (implicit assumptions that affect decision making). This recognition brings a clarification of self-understanding which, in conjunction with reflection and interaction with colleagues, strengthens the basis of administrative action.

■

Category:	**Social/cultural Influences**
Keywords:	Reading, Literacy, Target Groups, Social/cultural Influences, Teaching, Children, USA
Author:	Chall, Jeanne S. et al
Title:	**The Reading Crisis: Why Poor Children Fall Behind**
Date:	1990
ISBN/Publisher:	Harvard University Press

Study of reading achievement in low-income children finds that the reading achievement of poor children lags behind that of mainstream children even though they have the cognitive abilities to achieve better.

Based on a two year 'panel' study of 30 families from a mid-sized US town.

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Cultural Identity, Australia
Author:	Cope, B. and Kalantzis, M.
Title:	**Contradictions in the Canon: Nationalism and the Cultural Literacy Debate**
Date:	1992
ISBN/Publisher:	Discourse, v12, n2, p85-115. Special Issue: Australian discourses on literacy

Title only.

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Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Student Attitudes, Needs, Assessment, Older Adults, Profiles, Target Groups, USA
Author:	Courtney, Bradley C. et al
Title:	**Assessing the Educational Needs of Under-educated Older Adults: A Case for the Service Provider**
Date:	1982
ISBN/Publisher:	Presented at the Annual Scientific Meeting of the Gerontological Society of America, Boston, 19-23 Nov 1982

In order to determine the actual and perceived needs of under-educated older adults, a study was conducted (1) to determine and compare the perceived educational needs of older adults using a sample of older individuals, adult basic education (ABE) teachers, and nutrition site directors, and (2) to compare the primary identified educational needs of a sample of under-educated adults with the experts' perception that adult basic education is the most significant need of such a group. Data was gathered from 505 older adults (60+), 145 nutrition directors (66% return) and 482 ABE teachers (19% return), using questionnaires about learning needs of older adults and demographic data. Analysis of the data gathered led to several conclusions. First, the reading interests of older adults are as diverse as the population. Second, significant differences exist between the perceptions of educational needs of older adults by older adults and by the professionals in the field. A third conclusion is that, of the two professional groups in this study, nutrition directors were in greater consensus with the older adults. A fourth result of the study is that health is of primary importance to under-educated older adults, while the final conclusion is that these people do not see ABE as a primary educational need. These conclusions should be considered by those who plan educational experiences for older adults; perhaps they should consider integrating ABE in health education classes.

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Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Youth, Functional Literacy, Australia
Author:	Dardine, J. and Goyen, J.
Title:	**Causes and Consequences of Functional Illiteracy among Young People in Australia**
Date:	1986
ISBN/Publisher:	Available from Australian Council for Educational Research, PO Box 210, Hawthorn, Vic. 3122

Title only.

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Student Attitudes, Student Needs, Profiles, Participation, Motivation
Author:	Fahy, Patrick J.
Title:	**Students' Needs as the Impetus for Individualization in Adult Basic Education**
Date:	1985
ISBN/Publisher:	Alberta, Canada

A number of adult basic education (ABE) students who had spent time in both traditional, group-paced ABE or high school equivalency programmes and experimental individualised learning conditions were interviewed concerning their preferences with respect to these two instructional approaches. The following 3 conclusions emerged: ABE students who return to school after bad experiences as children or adolescents are keenly aware of their previous educational failures; even for those who can handle the academic challenges of ABE, problems often arise in coping with the dual roles of adult and student; and adult students often have extenuating health or family pressures that necessitate special accommodation efforts on the part of instructors. Data from these interviews and from other studies suggest that it is not personal inadequacies but rather school related problems that are responsible for most withdrawals from ABE programmes; these data underscore the need for treating adult students as individuals and providing adult learners with learning choices so that they may remove themselves from frustrating and boring situations, adjust when other responsibilities demand priority, and exercise the same self-direction in learning that they both enjoy and are expected to use in other areas of their lives.

Category:	**Social/cultural Influences**
Keywords	Social/cultural Influences, Student Participation, Learning Support, Attitudes, Learning Processes
Author	Fingeret, H.
Title	**Social Network: A New Perspective on Independent and Illiterate Adults**
Date	1982/83
ISBN/Publisher	Adult Education Quarterly 33.1, 133-146

This study explores the social structures illiterate adults create, and their relationship to notions of dependence and independence. Analysis of in-depth unstructured interviews and participant-observation shows that illiterate adults create social networks that include readers and are characterised by mutuality. Illiterate adults contribute a range of skills to their networks and see themselves as interdependent. Networks are related to the extent to which illiterate adults are involved in the larger society; this ranges from extensive, for cosmopolitans, to minimal for local adults. Dependent adults have networks that are characterised by asymmetrical relationships. Literacy programmes must learn to respond to adults-in-network.

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Australia, Reading Skills, Social Class
Author:	Freebody, P.
Title:	**Social Class and Reading**
Date:	1992
ISBN/Publisher:	Discourse, v12, n2, p68-84. Special Issue: Australian discourses on literacy

Title only.

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Category:	**Social/cultural Influences (see also History)**
Keywords:	Social/cultural Influences, Empowerment, Literacy Campaigns
Author:	Freire, P. and Macedo P.
Title	**Literacy: Reading the Word and the World**
Date	1987
ISBN/Publisher	Routledge & Kegan Paul

Re-examines the literacy crisis not merely as a technical skill but as a form of cultural politics. People are empowered and disempowered by literacy practices. Criticises old views of literacy with pointers to new alternatives. Describes techniques used in Freire's literacy campaigns.

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Training Provision, History, Europe, Student Motivation, USA, Canada
Author:	Gerhardt H.P.
Title:	**Literacy for What? The Plurality of Cultural Approaches**
Date:	1989
ISBN/Publisher:	In Prospects XIX No. 4 (72): Landmarks, UNESCO

Examines historical developments in literacy acquisition with particular reference to the influence of social, cultural and economic factors.

Also documents the growth of literacy policies in Europe and North America, outlining different approaches to tackling the problem.

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Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Evaluation, Student Motivation, Student Attitudes, Pygmalion Effect, Student Profiles
Author:	Gorman, William J.
Title:	**Effective Student Evaluation**
Date:	1989
ISBN/Publisher:	Education Canada, v29, n3, p4-9, 15 Fall 1989

Compares the responses of administrators, teachers, parents and students to a questionnaire about purposes, communication qualities, effects, and philosophy of student evaluations. Suggests evaluations can serve as positive educational motivators that reward student efforts and enhance student learning, while avoiding critical, negative, destructive evaluations.

Category:	**Social/cultural Influences, Definitions**
Keywords:	Social/cultural Influences, Functional Literacy, Cultural Differences, Definitions, Reading Ability, Student Attitudes, Canada
Author:	Graves, Frank L. and Kinsley, Brian
Title:	**Functional and Elective Illiteracy in Canada**
Date:	1983
ISBN/Publisher:	Canadian Journal of Education, v8, n4, p315-31

Distinguishes between functional and elective illiterates and attempts to explain the extent and causes of elective illiteracy in Canada. Describes a model of reading activity that confirms expected bivariate associations between elective illiteracy and education, settlement type, language, age, and occupation but reveals three complicating higher order specification effects.

■

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Environmental Factors, Student Profiles, UK
Author:	Grazin, E.C.
Title:	**An Investigation of Some Environmental and Educational Factors Contributing to Restricted Literacy in Adults Attending Adult Literacy Classes in Leeds**
Date:	1980
ISBN/Publisher:	M.Ed. thesis, Leeds

Title only.

Category	**Social/cultural Influences**
Keywords	Social/cultural Influences, Target Groups, Unemployed, Gypsies, Women, Family Literacy, Children, Schools, Learning, Minority Groups, History, Cultural Identity, Writing, Oral Communication, Second Language, Bilingualism
Author	Hamilton, M., Barton, D. and Ivanic, R. (eds)
Title	**Worlds of Literacy**
Date	1994
ISBN/Publisher	0-7744-0413-2 Multilingual Matters Ltd, Clevedon UK/Ontario Institute for Studies in Education, Canada

A range of case studies describe some of the different 'worlds of literacy' that exist side by side in complex societies. Major themes are Gender and Literacy; Conflicts between Worlds of Literacy; Bilingual/Multilingual Literacy; Oral and Written Language; Children and School Literacy; Adult Learner Writers; Inside and Outside of Education; the distinct cultures of home and school. Authors include Brian Street, Jane Mace, Mandy McMahon, Sarah Padmore, Rachel Rimmershaw.

Category	**Social/cultural Influences**
Keywords	Social/cultural Influences, Workplace, Community Education, Family Literacy, England
Author	Hamilton, M., Barton, D. and Padmore, S.
Title	**Literacy in the Community**
Date	1992
ISBN/Publisher	Final Report of ESRC Project University of Lancaster

Report of a project which aimed to document and understand the role of literacy in everyday life. The data collection methods are detailed. A general survey involved 60 people in Lancaster, England, and more detailed case studies involved nine families, focusing on links with school, work, and basic skills difficulties. Computer based method for the analysis of qualitative data briefly explored and the results are then described with sections on literacy practices, developing theory, educational implications, links with workplace literacy and adults with problems of reading and writing.

Category	**Social/cultural Influences**
Keywords	Social/cultural Influences, Definitions, Teaching, National Policies, History
Author	Hirsch, E.J. Jr.
Title	**Cultural Literacy**
Date	1987
ISBN/Publisher	0-395-43095-X

Argues that literacy is not simply a skill, but requires large amounts of specific information and that cultural literacy (the 'network of information that all competent readers possess') is essential. Builds on Chall's work (which refers to 'world knowledge' rather than cultural literacy) and argues that, without such literacy, communication fails. The increased demand for cooperation and communication made by modern society creates new, expanded requirements for shared knowledge. An appendix (Hirsch, Kett and Trefil) offers a preliminary list of 'what literate Americans know'.

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Teacher Attitudes, Teacher Expectations, Student Performance, Pygmalion Effect
Author:	Hoge, Robert D.
Title:	**The Definition and Measurement of Teacher Expectations: Problems and Prospects**
Date:	1984
ISBN/Publisher:	Canadian Journal of Education, v9, n2, p213-28, Spring 1984

Uses an examination of the expectancy variable in educational research to contend that there are weaknesses associated with conceptualising teacher expectations of student performance and with the use of teacher expectations in research. Includes recommendations regarding the treatment of the expectation variable in future educational research.

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Adult-child Comparisons, Community Initiatives, Learning, UK
Author:	Ivanic, R. and Hamilton, M.
Title:	**Literacy Beyond Schooling**
Date:	1989
ISBN/Publisher:	In D. Wray (ed) Emerging Partnerships in Language and Literacy. Multilingual Matters, 4-19. 1-85359-110-6

Attempts to make links between adult literacy and the work on literacy learning among children. Describes the way in which research beyond schooling is being conducted in Lancaster* and elsewhere, then details the view of literacy which guides their work and presents a framework for thinking about literacy across different age groups and in different social contexts.

The authors explore common themes between those working with children and those with adults. Literacy seen, not as a 'straight line' of developing skills but shaped by context and purpose.

Argues that research is not an activity reserved for highly trained specialists and that practice (learning and teaching) is as much the source of theory and research as it is the beneficiary.

* RaPAL (Research and Practice in Adult Literacy)

Category:	**Social/cultural Influences, Reviews**
Keywords:	Social/cultural Influences, Reviews, Learning
Author:	Jarvis, P.
Title:	**Adult Learning in the Social Context**
Date:	1987
ISBN/Publisher:	Croom Helm

Adult learning needs to be considered in terms of the importance of social as well as psychological/developmental mechanisms operating, i.e. learning is a social phenomenon, not age dependent but a function of the person's social situation.

Book considers social constraints on learning.

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Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Linguistics
Author:	Kress, G.
Title:	**Linguistic Processes in Socio-cultural Practice**
Date:	1989
ISBN/Publisher:	0-19-437156 5 Oxford University Press

Argues that language is essentially a social phenomenon, then explores the interconnectedness of linguistics and social matters.

Category	**Social/cultural Influences**
Keywords	Social/cultural Influences, Teacher Attitudes, Student Attitudes, Cultural Differences, Organisational Issues, Participation
Author	Martin, Larry G.
Title	**Facilitating Cultural Diversity in Adult Literacy Programs**
Date	1990
ISBN/Publisher:	0195-2242 New Directions for Adult and Continuing Education, n48, p17-29, Winter 1990.

Culturally derived barriers to participation - such as negative social-structural forces and culturally insensitive programmes - hinder minority participation in literacy education. Effective programmes empower learners to become critically reflective citizens aware of the structural forces affecting their lives while helping them acquire needed skills and knowledge.

Category	**Social/cultural Influences**
Keywords	Social/cultural Influences, Numeracy, USA
Author	Orr, Eleanor Wilson
Title	**Twice as Less: Black English and the Performance of Black Students in Mathematics and Science**
Date:	1987
ISBN/Publisher	Norton, New York

In depth study of the effect of Black (American) English vernacular on students' ability to achieve in school mathematics. Finds that there is a great importance of prepositions, conjunctions and relative pronouns used in Black vernacular that have a great effect on achievement. Based on 9 years' work gathered in a US high school.

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Student attitudes, outcomes, Participation, Organisational Issues, Profiles, USA
Author:	Petry, John R. and Jones, Paul L.
Title:	**How ABE Improves the Quality of Life of its Students**
Date:	1984
ISBN/Publisher:	Paper presented at the 13th Annual Meeting of the Mid-South Educational Research Association, New Orleans, 14 Nov 1984

A study examined the effects of participation in Adult Basic Education (ABE) on quality of life. To gather data for the study, researchers mailed packages of questionnaires to the supervisors of 89 ABE programmes that served students throughout Tennessee. Packages of completed survey instruments were returned from 72 of these programmes, thus providing data concerning 1623 students from the potential sample. Based on an analysis of the completed survey instruments, it was concluded that ABE is having a positive impact on the quality of life of the individuals participating in it. ABE programme participation was perceived as having a positive effect on the individual in terms of self-expression, self-concept, family life, leisure, relationships with others, life in general and the individual's function as a member of society. Males, older males and those who have been in the programme longest tended to be more positive than other groups regarding the impact of ABE in improving quality of life. Since data indicated that older adults are more positive in their perceptions concerning the variables measured, it was recommended that ABE teachers and administrators review their curricula to see the needs of young adults are being met.

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Educational Background, Functional Literacy, Student Performance
Author:	Pleasant, Gregory R.
Title:	**Factors Influencing Functional Literacy Performance among Adult Basic Education Students**
Date:	1984
ISBN/Publisher:	Paper presented at Joint Conference of the Commission on Adult Basic Education, the Maryland Association for Adult, Community and Continuing Education, and the Maryland Department of Education, Baltimore, MD, 5 Apr 1984

A comprehensive profile of the adult learner and his or her literacy performance was created by examining factors that are manifestations of both the formal school experience and the environment. Multiple regression analysis was used to determine the tenability of 10 research hypotheses that each included one of the 10 literacy subtests of the Adult Performance Level Assessment. A secondary analysis was performed across sex and race subgroups to determine if the hypotheses were valid for those groups. Data were collected using four instruments: a demographic questionnaire, the Adult Performance Level Assessment, the Wesman Personnel Classification Test, and the Moos Family Environment Scale. The final sample was comprised of 76 adult basic education students attending a four-week summer school session in Montgomery county, Maryland. Four hypotheses involving literacy performance in community resources, consumer economics, government and law, and identification of facts and terms were accepted. The secondary analysis revealed that the selected factors had a differential influence on literacy performance for sex subgroups but not for race subgroups. The most important finding was that the environmental perceptions significantly influenced each of the 10 performance subtests.

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Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Student Participation, Student Attitudes, Organisational Issues, Participation
Author:	Quigley, B. Allan
Title:	**Hidden Logic: Reproduction and Resistance in Adult Literacy and Adult Basic Education**
Date:	1990
ISBN/Publisher:	Adult Education Quarterly, v40, n2, p102-15 Winter 1990

Resistance to schooling of characters in 10 works of fiction was analysed and findings applied to traditional literacy/adult basic education (ABE) programmes. Results suggest that resistance occurs when values clash. Since ABE programmes tend to reproduce the values of the dominant culture, they contribute to the resistance of those outside the culture and thus discourage participation. 41 references.

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Student Participation, Student Motivation, Theory, Organisational Issues, USA
Author:	Quigley, B. Allan
Title:	**Opposing views: An Analysis of Resistance to Adult Literacy and Basic Education**
Date:	1992
ISBN/Publisher:	International Journal of Lifelong Education, v11, n1, p41-49, Jan-Mar 1992

A study utilises the theories of resistance and reproduction from the New Sociology of Education as a theoretical framework and literary fiction to examine the resistance to adult basic education and literacy programmes in North America. Suggestions for future research and changes in practice are made.

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Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Intergenerational Literacy, Trends, Target Groups, Refugees, Family Literacy, USA
Author:	Ranard, D.A.
Title:	**Family Literacy: Trends and Practice**
Date:	1989
ISBN/Publisher:	In America: Perspectives on Refugee Resettlement, 7, 1-4

Title only.

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Teacher Attitudes, Pygmalion Effect, Teacher Expectations, Schools, Children
Author:	Raudenbush, Stephen W.
Title:	**Magnitude of Teacher Expectancy Effects on Pupil IQ as a Function of the Credibility of Expectancy Induction: A Synthesis of Findings from 18 Experiments**
Date:	1984
ISBN/Publisher:	Journal of Educational Psychology, v76, n1, p85-97, Feb 1984

Meta analysis was used on 18 studies of elementary students that tested the effects of teacher expectation on pupil IQ. Data supported the view that the better teachers know their pupils, the smaller the treatment effect. This finding is likely to generalise to teaching of adults. Additional findings and implications for further research are discussed.

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Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Ethnic Groups, Functional Literacy, Minority Groups, USA
Author:	Reder, S.M.
Title:	**Comparative Aspects of Functional Literacy Development: Three Ethnic American Communities**
Date:	1987
ISBN/Publisher:	In Wagner, D. (ed) The Future of Literacy in a Changing World. Pergamon Press

Title only.

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Workplace, Ethnic Groups
Author:	Roberts, C., Davies and Jupp, T.C.
Title:	**Language and Discrimination: Communication in the Multi-ethnic Workplace**
Date:	1992
ISBN/Publisher:	Longman

Title only.

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Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences
Author:	Roberts, C. (with Bremer, Broeder, Simonot & Vasseur)
Title:	**Ways of Achieving Understanding**
Date:	1993
ISBN/Publisher:	In Perdue (ed.) Adult Language Acquisition: Cross-Linguistic Perspectives. Vol. II. Cambridge University Press

Title only

Category:	**Social/cultural Influences, Employment**
Keywords:	Functional Literacy, Social/cultural Influences, Workplace Basic Skills, Workplace Literacy, Employment, Target Groups, Minority Groups
Author:	Roberts, Celia with Jupp, T.C. and Cook-Gumperz, J.
Title:	**Language and Disadvantage: The Hidden Process**
Date:	1982
ISBN/Publisher:	In J.J. Gumperz (ed) Language and Social Identity (Cambridge CUP)

Report of research on social conditions of immigrants' language use in the workplace in Britain, with particular reference to a job interview process.

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Category:	**Social/cultural Influences**
Keywords:	Teaching Methods, Second Language Learning, Teaching Materials
Author:	Shortus, S.
Title:	**Teaching and Learning Social Literacy: an Interim Review**
Date:	1986
ISBN/Publisher:	Social Literacy Monograph No. 26. Social Literacy, 87 Clarendon Road, Stanmore, NSW 2048, Australia

Title only

Category:	**Social/cultural Influences, General**
Keywords:	General, Uses, Definitions, Social/cultural Influences, USA
Author:	Stevens, G.W. Jr.
Title:	**Literacy, Law and Social Order**
Date:	1988
ISBN/Publisher:	0-87580-131-5. Northern Illinois University Press

An analysis of the ideological and functional links between literacy and fundamental political/economic ideals expressed in the American legal system.

It studies the contractual ideal in Anglo-American law, political thought and economic behaviour. Tries to gain a better understanding of the meanings of literacy in specific behavioural contexts, e.g. in will making, bartering, jury duty, voting, etc. Cites numerous cases.

Category:	**Social/cultural Influences, Reviews**
Keywords:	Social/cultural Influences, Reviews, Cultural Identity, Reading Processes, Schools, Children
Author:	Street, B.
Title:	**Journal of Research in Reading: Special Issue v16, n2**
Date:	1993
ISBN/Publisher:	

Entire issue devoted to 'The New Literacy Studies', with Brian Street's editorial providing an overview. Street emphasises the shift away from the 'autonomous' model of literacy, which assumes literacy is a single thing, to viewing literacy practices as embedded in social and cultural contexts and as contested and 'ideological'.

The articles are largely child and school-focused, but see especially Kate Parry's discussion of the diverse strategies used by readers and the ways in which these are related to their own cultural background.

Category:	**Social/cultural Influences**
Keywords:	Social/cultural Influences, Literacy Models, Learning
Author:	Street, B.
Title:	**The New Literacy Studies: Implications for Education and Pedagogy**
Date:	1993
ISBN/Publisher:	Changing English 1, p113-138

Review of literacy models with particular discussion of 'new literacy studies' which see literacy as critical social practice. Learning literacy is not just about acquiring skills but about learning within a specific social context and culturally shaped.

■

Category:	**Social/cultural Influences, Definitions**
Keywords:	Literacy, Cultural Background, Literacy Campaigns, National Policies, Language, Literacy Programmes, Social/cultural Influences, Target Groups
Author:	Street, B.V.
Title:	**Literacy in Theory and Practice**
Date:	1984
ISBN/Publisher:	Cambridge, CUP

Mainly on developing countries but has had an important influence on social/cultural studies by providing evidence of contexts where literacy exists without compulsory schooling. Emphasis on literacy as a set of practices culturally shaped and embedded in social action, rather than a discrete learnt skill.

Chapters on: Theories of literacy; linguistics; ideology; literacy in Iranian religious schools; commercial literacy; literacy campaigns in the UK, the USA and UNESCO.

Category	**Social/cultural Influences**
Keywords	Social/cultural Influences, Student Attitudes, Outcomes, Programme Evaluation, Progress, Profiles, England
Author	Temple, Joanne
Title	**Age of Opportunity? Progression Routes and Outcomes for Students in Adult Basic Education from Hackney Adult Education Institute and Hackney Reading Centre**
Date	1991
ISBN/Publisher	£1.50. Access to Learning for Adults, Marlborough Bldg, Room 306, 383 Holloway Road, London N7 0RN, UK.

A study followed up 27 disadvantaged adult students (13 by interview and student and tutor questionnaire, 12 by tutor questionnaire, and 2 by student and tutor questionnaire) who were identified as 'ready to move on' from their adult basic education (ABE) programme at Hackney Adult Education Institute and Hackney Reading Centre (England). Biographies were developed for each of the students, and patterns of progression were identified. These patterns include employment and vocational use of ABE, use of leisure classes to obtain needed skills and resources, and dropping in and out of ABE classes. Few students followed the traditional pattern in which educational qualifications result in enhanced employment opportunities. Factors that made progress possible include (1) the built in flexibility of ABE to respond to student needs, (2) the provision of advice and guidance, (3) students' age (younger students had greater educational choices), and (4) definitions of student success. Recommendations include increased student financial support, creation of modular courses, outreach by colleges, study skills support, child care, and access for disabled students. The questionnaires are included in the report.

Category	**Social/cultural Influences**
Keywords	Social/cultural Influences, Canada, USA, Workforce, Policy
Author	Thomas, A.M.
Title	**The Social and Economic Costs of Illiteracy**
Date	1989
ISBN/Publisher	In Prospects XIX No. 4 (72) Landmarks, UNESCO.

Examines social and economic costs of illiteracy, based mainly on figures from North America and Canada.

Proposes measures that need to be implemented to tackle the problem.

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Category	**Social/cultural Influences**
Keywords	Social/cultural Influences, Second Language, Cultural Differences, Policy, International Trends
Author	UNESCO/Limage, L.
Title	**Language Policy, Literacy and Culture.**
Date	1992
ISBN/Publisher	Proceedings of an international conference on education, Geneva, 1992. (Paris: UNESCO)

Developing country focus: but underlines general issues relating to importance of cultural diversity, and tensions between this and demands for linguistic competence in the international languages.

Category:	**Social/cultural influences Reviews**
Keywords:	Social/cultural Influences, Adult-child Comparisons, Children, Schools, Reviews, Learning
Author:	Wray, D. (ed)
Title:	**Emerging Partnerships: Current Research in Language and Literacy**
Date:	1990
ISBN/Publisher:	BERA Dialogues No. 4

Chapter 1 by Ivanic & Hamilton deals with Literacy beyond School.

Aim to identify common themes between those working with children and those with adults. Literacy is not a 'straight line of developing skills but is shaped by context and purpose'. Looks at the scope of literacy research beyond school.

Other chapters are child-focused.

4. HISTORY

Some of the references in this section are descriptive and largely non-analytic accounts of literacy acquisition and practices in industrialised countries. However, many also reflect the growing interest in social contexts and cultural definitions also discussed in the **Social-Cultural Influences** section.

Scribner and Cole's work had an important influence on the development of work which sees literacy as a socially embedded set of practices because it recast perceptions of the differences between literate and non-literate populations. Graff's far-ranging work on the history of literacy is also of particular importance. It has been concerned to question our assumptions about the relationship between literacy and economic development, and our definitions of the 'literacy problem' or 'literacy crisis' – definitions which he sees as ahistorical and culturally bound.

Freire's work, though carried out in the developing world, has greatly influenced researchers in industrialised countries, especially those working on social and cultural issues. Freire views literacy as important in social change – as a way in which learners have become, or will become, aware or relevant issues, relate them to political dichotomies, and so come to participate in revolutionary political change. His work places the history of literacy in a general theory of praxis rooted in historical struggle.

Category	**History, Comparative Studies**
Keywords	History, Literacy Campaigns, Comparative Studies, International, Russia, Scotland, Sweden, USA, Germany
Author	Arnore, R. and Graff, H. (eds)
Title	**National Literacy Campaigns: Historical and Comparative Prospects**
Date	1987
ISBN/Publisher	Plenum Press (New York)

Overview of national literacy campaigns in both developing and industrialised countries. Chapters on Russia, Scotland, Sweden, US, Germany, mostly concentrating on pre-20th Century developments.

■

Category	**History, Social/cultural Influences**
Keywords	History, Social/cultural Influences, Definitions, Schools
Author	Castell, S., Luke, A. and Egan, K. (eds)
Title	**Literacy, Society and Schooling, a Reader.**
Date	1986
ISBN/Publisher	CUP

Chapters on historical developments in literacy acquisition in western societies and cultures.

Category	**History**
Keywords	History, Definitions, UK, USA, Canada
Author	Draper, J.A.
Title	**A Selected Chronology of Literacy Events: A Historical View of Literacy**
Date	1989
ISBN/Publisher	In Taylor, M.C. and Draper, J.A. (eds) Adult Literacy Perspectives 0-921472-04-8. Culture Concepts Inc., 5 Darlingbrook Crescent, Toronto, Ontario M9A 3H4 (US$34.00)

Useful brief overviews of key events in the last 150 years and of the development of 'Western English Language Literacy'.

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Category	**History, Social/cultural Influences**
Keywords	History, Social/cultural Influences, Cultural Identity, Brazil
Author	Freire, P.
Title	**Education for Critical Consciousness**
Date	1973
ISBN/Publisher	

Elaborates the basic components of Freire's literacy method, and idea that one can only know to the extent that one 'problematises' cultural and historical reality. Discusses role of a coordinator who is in dialogue with the 'educatee' rather than a teacher.

Category:	**History, Social/cultural Influences**
Keywords:	History, Social/cultural Influences, Cultural Identity, Brazil
Author:	Freire, P.
Title:	**Pedagogy of the Oppressed**
Date:	1971
ISBN/Publisher:	

Freire's best known book, in which he discussed how the promotion of literacy and education form part and parcel of a campaign for revolutionary social change. A produce of work with illiterates in Brazil: but emphasising the impossibility of a neutral educational process anywhere.

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Category:	**History, Social/cultural Influences**
Keywords:	History, Social/cultural Influences, Cultural Identity, Brazil
Author:	Freire, P.
Title:	**The Politics of Education: Culture, Power and Liberation**
Date:	1985
ISBN/Publisher:	

Further elaborates Freire's view on 'education as the practice of freedom' and on the fact that genuine theory can only be derived from some praxis rooted in historical struggle.

Category:	**History**
Keywords:	History, Social/cultural Influences, Employment, Canada, Schools
Author:	Graff, H.
Title:	**Labyrinths of Literacy**
Date:	1987
ISBN/Publisher:	

Collection of essays exploring the relationship between literacy (past and present) and social factors. Challenges many of the simple correlations assumed.

Themes include relationship between literacy and employment, education, fertility.

Essays are based on historical literacy studies but attempt to incorporate contemporary research.

Canadian-based.

■

Category:	**History, Definitions**
Keywords:	History, Definitions, USA, Europe, Reading, Writing
Author:	Graff, H.J.
Title:	**The Legacies of Literacy: Continuities and Contradictions in Western Culture and Society**
Date:	1987
ISBN/Publisher:	0-253-14733-6

Systematic history of literacy in the West, which criticises much current discussion for ignoring shifting definitions which are a function of social and historical context. Provides a critical analysis of late 20th Century discussions of a 'literacy crisis'. (Does not discuss numeracy.)

Category	**History, Social/cultural Influences**
Keywords	Statistics, Definitions, History, Canada, Economic Implications, Social/cultural Influences
Author	Graff, Harvey J.
Title	**The Literacy Myth: Literacy and Social Structure in the Nineteenth-Century City**
Date	1979
ISBN/Publisher	0-12-294520-4. Academic Press.

Discusses literacy in 19th century urban Canada and contextualises current discussions of literacy (and illiteracy). One of the best-known works on this history of literacy, which also analyses our current 'received wisdom' on the nature of the 'literacy problem'.

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Category	**History, Social/cultural Influences**
Keywords	History, Family Influence, Social/cultural Influences, National Trends, Cohort Studies, UK, Children, Schools
Author	Halsey, A.H., Heath, A.F. and Ridge, J.M.
Title	**Origins and Destinations: Family, Class and Education in Modern Britain**
Date	1980
ISBN/Publisher	

Examines the social origins and educational destinations of a representative sample of the male population in England and Wales. Provides a general overview of the relationship between educational achievement and family background in modern Britain.

Category	**History**
Keywords	History, England, Writing, Social/cultural Influences
Author	Howard, Ursula
Title	**Self-education and Writing in 19th Century English Communities**
Date	1991
ISBN/Publisher	In Barton, D. and Ivanic, R. (eds) Writing in the Community. Newbury Park: Sage Publications. 0-8039-3632-X/3638-8

Uses autobiographies to examine how working-class people learned and used writing before the coming of state elementary education. Discusses the interaction between individual learners and their communities, including work patterns and the cost of writing.

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Category	**History, Social/cultural Influences**
Keywords	History, Social/cultural Influences, Statistics, Computers, Surveys, UK
Author	Levine, K.
Title	**The Social Context of Literacy**
Date	1988
ISBN/Publisher	

Historical survey of the development and spread of literacy in British society from Roman times. Highlights different social groups possessing literacy, the institutionalisation of written laws and government, the role of sponsoring institutions, economic and technological factors in 'mass' literacy.

Examines the problems of the 'sub' literate in a Midlands literacy scheme and the implications for employment prospects and the impact of IT.

Category:	**History, Social/cultural Influences**
Keywords:	History, Social/cultural Influences, Freire
Author:	Mackie, R. (ed.)
Title:	**Literacy and Revolution: the Pedagogy of Paulo Freire**
Date:	1980
ISBN/Publisher:	

A collection of essays which discuss how far Freire was successful in synthesising academic liberalism, catholic radicalism, marxism and existentialism.

◆

Category:	**History, Definitions, Measurement**
Keywords:	History, Literacy, Assessment, Definitions, Measurement, Functional Literacy, USA, UK
Author:	Rachal, J.R.
Title:	**Measuring English and American Historical Literacy: a Review of Methodological Approaches**
Date:	1987
ISBN/Publisher:	International Journal of Lifelong Education 6 p185-198

Reviews the ways in which literacy levels are measured in the US and in the UK, and those used by UNESCO. Using grade levels as measures of illiteracy (as is often done in the US) can yield completely different results from applying a test, causing problems for making analysis of historical trends.

Category:	**History**
Keywords:	History, National Comparisons, Literacy, Literacy Programmes, Europe, USA, Reading
Author:	Resnick, D.P. and Resnick, L.B.
Title:	**The Nature of Literacy: an Historical Exploration**
Date:	1977
ISBN/Publisher:	Harvard Education Review 47 p370-385

Historical examination of selected European and American models of literacy. Concludes that reading instruction has been aimed at attaining a high level of literacy for an elite or a low level for many. Thus the contemporary expectation - a high level for all the population - is a recent development.

Category:	**History, Social/cultural Influences**
Keywords:	History, Social/cultural Influences, Psychology, Literacy Effects, Psycholinguistics
Author:	Scribner, S. and Cole, M.
Title:	**The Psychology of Literacy**
Date:	1981
ISBN/Publisher:	Harvard University Press, Cambridge MA

Seminal work investigating literacy effects among the Vai in Africa. Had a profound influence on literacy research because findings separated literacy effects from effects of schooling. Results contradicted previous widely held view that deep psychological differences divide literate and non-literate populations. The project had an important influence on the subsequent proliferation of studies of literacy as a socially and culturally embedded set of practices.

Category:	**History**
Keywords:	History, Literacy Programmes, Definitions
Author:	Venezky, Richard L.
Title:	**The Development of Literacy in the Industrialised Nations of the West**
Date:	
ISBN/Publisher:	In Barr, R. et al (eds) Handbook of Reading Research

Broad overview of the development of literacy since the rise of feudalism in the (now) industrialised countries. Uses mainly secondary sources. Finds that very little theoretically informed research has been done on the history of literacy.

5.

MEASUREMENT

Works on measurement fall into two main categories: those dealing with development of measures for use in national surveys and those concerned with measurement at the level of the individual student. This latter category can be further subdivided into test evaluation, individual student assessment (competence on entry and progress) and principles of assessment. In addition a few references discuss measurement for the purposes of programme evaluation, and in the context of workplace programmes.

A: Surveys

Discussions of how instruments are developed for national surveys mirror the issues encountered under **Definitions**. Among them are works on instrument development for the major Canadian and US surveys (see e.g. Statistics Canada; Campbell et al; Kirsch) and the authors emphasise the problems of operationalising in a limited number of instruments a concept which has many possible interpretations. These discussions also provide help in evaluating statistics and estimates from other smaller, more informal or less well documented surveys. (see e.g. Soars), and elaborate on the concept of literacy. Some of the references (e.g. Guthrie and Siefert, United Nations) provide definitions plus guidelines for measurement which may be of direct use for smaller surveys, and help inform curriculum development and choice of instruments for student assessment.

B: Student assessment

1. Evaluation of tests

A considerable number of the available references on measurement are concerned directly with the use and application of standardised tests – either evaluation of tests intended directly for adults, or consideration of whether tests designed for other populations might be useful for adults. The bulk of this literature is North American.

A number of authors are at pains to emphasise the limitations of standardised tests for adults. Thus the Business Council for Effective Literacy discusses the irrelevance of grade-level comparisons, and the possibility that tests may be measuring only trivial subskills, or measuring in a vacuum. Venezky argues that the cognitive base for assessment of adult literacy is thin, and where dealing with higher-level skills almost non-existent; and Imel provides a summary of the limitations of standardised testing – but also of its strengths vis-à-vis 'materials-based', 'competency-based' and 'participatory' assessment.

Many literacy programmes will nonetheless wish to use prepared tests – and may, indeed, be required to do so under funding arrangements which involve "objective" monitoring of progress. Most references here discuss particular tests and approaches; and cloze techniques, in particular, have remained popular (e.g. Neville). A number of authors (e.g. Jackson, Jones, Nafziger, Sticht) review available tests and highlight their concerns, advantages and specific limitations.

2. Development of individual-level measures

Critiques of existing standardised tests, and the limited conception of literacy which they seem to embody, create problems for tutors and administrators who wish to monitor student progress. This has led to a number of attempts to create better instruments. In the UK, ALBSU has developed Basic Skills Standards and materials for use with individuals (ALBSU, various). However, the most ambitious attempt was the Australian effort to create adult literacy and numeracy competency scales (Griffin,

Griffin and Forwood, Freebody et al). These scales attempted to take account of different types and levels of literacy and numeracy, and yet also provide individual summative measures which could be used to measure achievement and progress. The scales were developed as part of the Australian government's International Literacy Year activity, with the intention of tying government programme funding to their use. However, an evaluation of the scales underlined major problems with any attempt to create such a summary measure, as well as with individual aspects of the development and validation process. The experience underlines problems with measurement of adult literacy.

Other work on the development of assessments tends to focus more on the way in which individual teacher or local programmes might best develop ways of diagnosing their students' achievement at entry, and measuring progress objectively in relation to this starting point. For example Gorman, and Bean and Lane, discuss diagnostic and curriculum-based measures of reading, and the latter emphasise their value as a supplement to more standardised measures. The concept of readability is central to many authors' approach to devising appropriate assessment instruments, for adults as well as children; see, for example, Guthrie and Siefert and Taylor. The Scottish Community Education Council provides guidelines for programme-based assessment of student progress, and Lytle surveys possible approaches (see also Abell, categorised under **Programme Evaluation**, for a method of measuring student progress which uses panel judgements and so allows for different starting points and objectives).

3: The principles of assessment

There have been few attempts to train adult tutors in the underlying principles of assessment, or texts targeted at this area of education. A number of standard assessment texts have been included in the bibliography for that reason; but they are predominantly school and child-oriented.

C. Workplace assessment

Most work on measurement takes as its context adult education classes, and the development of literacy for a range of contexts and purposes – predominantly 'everyday life'. However, there is growing interest in specific requirements for the workplace, as part of an increased concern for the links between employment, productivity and basic skills (see **Employment** section). A small number of publications deal directly with the availability or development of measurement instruments concerned directly with individuals' work-related literacy skills; see, for example, Mentowski and Short & Grognet.

D. Programme evaluation

Most of the references located for this bibliography concern either national survey measurement or assessment of individual progress for formative or summative purposes. However, programme evaluation involves some form of measurement too. Most of the relevant references are in the programme evaluation section, but a small number discuss the use of performance measurement as a way of evaluating programmes (Condelli, Bhola, Bader, Lytle and Wolfe provide a good overview of the issues). The increased emphasis on accountability world-wide is likely to increase pressures to use student assessments for this purpose, further underlining the need to contextualise measures and clarify appropriate diagnostic and outcome objectives.

Category	**Measurement**
Keywords	Definitions, Measurement, Needs Analysis, Skill Levels, Learning Support, Colleges, Youth, UK, Numeracy, Reading, Writing, Oral Skills
Author	ALBSU
Title	**Basic Skills Support in Colleges**
Date	February 1993
ISBN/Publisher	ALBSU 1-870741-59-5

Describes the need for basic skills provision in colleges of FE and outlines how provision might be developed over the next few years. Offers model of good practice in learning support and community based provision.

Screens full and part time students for literacy and numeracy.

Screening assessment designed to relate an individual's basic skills level to a set of objective standards (ALBSU Basic Skills Standards) which describe competence levels in reading, writing, number and oral communication. 'Maps' Standard to National Curriculum and GNVQ Core Skills.

Category	**Measurement**
Keywords	Assessment, Reading, Measurement, Children, Youth
Author	Anderson, R.C. and Freebody, P. (1988)
Title	**Reading Comprehension and the Assessment and Acquisition of Word Knowledge**
Date	1983
ISBN/Publisher	In B. Hutson (ed.) Recent Advances in Reading/Language (pp231-256) (Connecticut: Jai Press)

An evaluation of a method of vocabulary assessment called the 'yes/no' method, in which students indicate the words they know from among a list of words and non-words. Found to be better than the multiple choice method.

Category	**Measurement, Programme Evaluation**
Keywords	Programme Evaluation, Skills Assessment, Measurement, Reading
Author	Bader, L.
Title	**Realising the Potential of Informal Reading Inventories**
Date	1989
ISBN/Publisher	Journal of Reading 32

Useful exploration of informal assessment measures and their important role in literacy programmes. Useful for programme assessment.

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Category	**Measurement**
Keywords	Test Evaluation, Test Instruments, Student Evaluation, Reading Skills, Tests, Measurement, Assessment, Writing
Author	Bean, Rita M. and Lane, Suzanne
Title	**Implementing Curriculum-based Measures of Reading in an Adult Literacy Program**
Date	1990
ISBN/Publisher	Remedial and Special Education (RASE); vii n5 p39-46 Sep-Oct 1990

The purpose of a project was to develop and test curriculum-based procedures and measures to monitor and assess the reading and writing progress of adults in a basic education program. The most efficient, reliable, and feasible measure of reading performance from beginning reading level through eighth-grade level was the repeated oral reading procedure of 1-minute readings. The most feasible and efficient measure of writing was a fluency procedure of a 3-minute writing sample. Both measures enabled teachers to chart and monitor progress of adults throughout the program. Teachers reported that the measures were useful and easy to use. Students were receptive to the measures as a means of obtaining feedback about their progress. Results suggested that curriculum-based measures may be useful in adult basic education programs because of their feasibility and reliability in monitoring the performance of adults and as a supplement to the standardized measures often used to assess performance of adults. (An instructor's guide to using curriculum-based measures of reading and writing in an adult literacy program is included, along with 11 references and 10 appendices that contain survey forms, coding sheets, data summary sheets, student reading and writing graphs, and writing prompts.)

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Category	**Measurement, Programme Evaluation**
Keywords	Programme Evaluation, Measurement, Tests, Standardised Tests, Progress Scales
Author	Bhola, H.S.
Title	**Evaluating Functional Literacy**
Date	1979
ISBN/Publisher	0-7175-0815-3 Tehran: Hulton Educational Publications Ltd in cooperation with International Institute for Adult Literacy Methods

One of a series of training monographs. These are mostly concerned with developing countries, but this one covers methods of evaluating individuals' progress on literacy schemes. Discusses 'classical' measurement theory and alternatives; and gives guidance for use and interpretation of basic statistics.

Category:	**Measurement**
Keywords:	Reading Comprehension, Skills Assessment, Measurement
Author:	Bristow, Page Simpson and Leslie, Lauren
Title:	**Indicators of Reading Difficulty: Discrimination Between Instructional-Frustration-range Performance of Functionally Illiterate Adults**
Date:	1988
ISBN/Publisher:	Reading Research Quarterly, v23, n2, p200-18, Spr 1988

Examines the validity of oral reading accuracy and comprehension as indicators of difficulty for functionally illiterate adults and the feasibility of using four less commonly measured variables as additional indicators of difficulty. Indicates that accuracy and comprehension are valid indicators of difficulty. Rate and miscue quality are strong additional discriminators.

81 students/prospective students in a volunteer adult literacy programme. Bibliography includes various papers on what makes reading difficult.

Category:	**Measurement**
Keywords:	Measurement, Test Instruments, Test Evaluation, Assessment
Author:	Brown, F.G.
Title:	**Principles of Educational and Psychological Testing**
Date:	1983
ISBN/Publisher:	0-03-060103-7 New York: Holt, Rinehart & Winston

Standard text on testing in education and psychology. Covers development of tests, interpretation and evaluation of tests and scores, types of tests and needs for tests.

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Category:	**Measurement, Programme Evaluation**
Keywords:	Test Instruments, Student Assessment, Test Evaluation, Definitions, Measurement, USA
Author:	Business Council for Effective Literacy
Title:	**Standardised Tests: Their Use and Misuse**
Date:	1990
ISBN/Publisher:	BCEL Newsletter for the Business Community, n22, p1, 6-9 Jan 1990. 1221 Avenue of the Americas, New York NY 10020 (McGraw Hill)

Discusses the use of standardised tests in US adult literacy programmes. Investigates the interest in such tests among adult educators and the value of grade-level comparisons. Alternative assessment procedures such as the Comprehensive Adult Student Assessment System and the National Assessment of Educational Progress are described and non-standardised methods mentioned.

Category	**Measurement, Definitions**
Keywords	Definitions, Measurement, USA, Literacy, Numeracy, Assessment
Author	Campbell, A., Kirsch, I. and Kolstad, A.
Title	**Assessing Literacy: The Framework for the National Adult Literacy Survey**
Date	1992
ISBN/Publisher	0-88685-134-3 US Dept of Education

Describes the definitions, questionnaires, tasks and sampling frame for the National Adult Literacy survey, and gives sample tasks.

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Category	**Measurement, Evaluation**
Keywords	Quality Indicators, Programme Evaluation, Good Practice, USA, Measurement
Author	Condelli, L., Koloski, J. and Webb, L. See also Office of Vocational and Adult Education
Title	**Synthesis of State Quality Indicators for Adult Education Programs**
Date	1992
ISBN/Publisher	Office of Vocational and Adult Education, US Dept of Education.

A review and synthesis of indicators of adult education programme quality used by US state educators. The report examines local programme monitoring/review to assess compliance and promote programme improvement, the criteria used to evaluate local programme funding applications, programme evaluations and explicit indicators of local programme quality in use.

Category	**Measurement**
Keywords	Functional Literacy, Assessment, Literacy, Student Evaluation, Student Assessment, Measurement
Author	Ehringhaus, C.C.
Title	**Functional Literacy Assessment: Issues of Interpretation**
Date	1990
ISBN/Publisher	Adult Education Quarterly 40, p187-196

Discusses problems inherent in meaning and interpreting functional literacy performance. Finds that interpretation of a person's performance on functional literacy tasks are confounded frequently by implicitly held notions that a cognitive trait closely aligned with intelligence is being measured.

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Category	**Measurement**
Keywords	Measurement, Testing, USA
Author	Ehringhaus, Carolyn
Title	**Testing in Adult Basic Education: Summary Research Report**
Date	1989
ISBN/Publisher	

A study was conducted to identify adult basic education (ABE) teachers' perceptions of the positive and negative results of formal testing and to obtain descriptive information concerning typical testing practices in US ABE programmes. 1020 surveys in packets of 20 each were mailed to ABE state directors and the District of Columbia director of ABE. 81% of the directors indicated they would forward the surveys to programmes within their states and the district. Of the 840 questionnaires forwarded and presumably disseminated to teachers. 51% of the questionnaires were completed. The respondents can be characterised as predominantly female (83.3%), college educated (93.9%) and teacher certified (87.4%). Their average age was 45.08 years, they had taught ABE an average of 8.32 years and they spent an average of 11.94 hours in test related activities each month. The following were among the findings reported: (1) the teachers perceived testing as most effective for functions that relate directly to initial student placement, selection of appropriate instructional materials, and instructional planning; (2) the respondents believed that the use of formal testing entails costs for students in programmes, and instruction, due to student anxiety and problems of self-esteem and motivation; (3) formal testing was most often used by respondents for the purpose of starting students at the right level; and (4) 78% of respondents rated their programmes' use of formal testing as effective.

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Category:	**Measurement**
Keywords:	Measurement, Assessment, Tests, Catalogue, Instruments, Youth, Children
Author:	EPSEN
Title:	**EPSEN Assessment Resource Collection**
Date:	
ISBN/Publisher:	Catalogue

Collection of published tests (mostly for children/youth, and with use restricted to psychologists). Available for consultation.

Category:	**Measurement**
Keywords:	Measurement, Test Instruments, Test Evaluation, Skills Assessment, USA, Standardised Tests
Author:	Farr, Charlotte W. et al
Title:	**Correlating the Test of Adult Basic Education and the Test of General Education Development**
Date:	1986
ISBN/Publisher:	Lifelong Learning v9, n8 p17-19 Jun 1986

Describes a study designed to evaluate the relationship between performance on the TABE (Test of Adult Basic Education) Test and the GED (General Educational Development) Test. Analysis of the data shows that there was a significant correlation between all the subscores on the TABE and all the subscores on the GED.

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Category:	**Measurement**
Keywords:	Measurement, Assessment, Reading Tests, Mathematics Tests, Test Instruments, Test Evaluation, Numeracy, Standardised Tests, USA
Author:	Foundation for Educational Achievement Inc
Title:	**Comprehensive Adult Student Assessment System (CASAS)**
Date:	1990
ISBN/Publisher:	

Maths and reading tests. Designed to measure adult life skills e.g. newspaper and everyday maths. Useful for assessment. See review by Rickard & Stiles.

Category:	**Measurement**
Keywords:	Measurement, Australia, Numeracy, Standards, Standardised Tests
Author:	Freebody, P., Cumming, J. and Falk, I.
Title:	**A Trialling and Evaluation of the Adult Literacy and Numeracy Scales. Volume 1.**
Date:	1993
ISBN/Publisher:	0-86857-407-4 (Commonwealth of Australia: Dept of Employment, Education & Training, Literacy/ESL Section)

Evaluation of the competency (ACAN) scales developed by Griffin et al (op cit) to measure literacy and numeracy skills in the workplace and daily life. Notes the context dependency of the Scales - but also of judgements about them and the variability of their apparent validity and reliability. While noting positive aspects of the Scales (and agreeing with their goal) concludes that there are grave concerns over whether the Scales can/should be implemented. Notes the relative neglect of numeracy in the current Scales.

Category:	**Measurement**
Keywords:	Measurement, Australia, Numeracy, Standards, Standardised Tests, Definitions
Author:	Freebody, P., Cummings, J. and Falk, I. (ed)
Title:	**A Trialling and Evaluation of the Literacy and Numeracy (ALAN) Scales. Volume 2: Commissioned Papers**
Date:	1993
ISBN/Publisher:	0-86857-406-6 (Commonwealth of Australia: Dept of Employment, Education & Training, Literacy/ESL Section)

A series of reviews of the ALAN scales by Baker & Street; Christie; Cooksey; Gee; Goldstein; Grant; Luke; Rawkins; Willis. The papers are generally critical and address the fundamental problems attendant on attempts to develop single or free-standing scales and measures.

Category:	**Measurement, Assessment**
Keywords:	Measurement, Test Instruments, Test Evaluation, Student Assessment Methods, Progress, UK, Reading, Writing, Oral Skills
Author:	Gorman, T.P.
Title:	**A Survey of Attainment and Progress of Learners in Adult Literacy Schemes**
Date:	1980/81
ISBN/Publisher:	Educational Research, v23, n3, 190-8

Evaluation of large scale literacy effort in UK (1975-1977). Information relating to the more general features of student attainment and progress, in addition to development of instruments for objective measurement. Emphasis on diagnostic tests of skills and process in relating writing to speech and functional reading skills. Writing performance - functional. Tests devised to measure progress.

■

Category:	**Measurement, Definitions**
Keywords:	Measurement, Testing, Language
Author:	Griffin, P.
Title:	**Latent Trait Estimates of Rater Reliability in ELTS (International English Language Testing System)**
Date:	1991
ISBN/Publisher:	Australian Review of Applied Linguistics, 8

Title only.

Category:	**Measurement**
Keywords:	Measurement, Progress, Scales, Reading Skills, Test Instruments, Test Evaluation, Student Assessment Methods, Australia
Author:	Griffin, P.
Title:	**Profiling Literacy Development: Monitoring the Accumulation of Reading Skills**
Date:	1990
ISBN/Publisher:	Australian Journal of Education, v34, n3, 290-311

Outlines the development of a scale describing the progression of reading behaviour which differs from previous instruments designed for monitoring reading progress.

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Category:	**Measurement**
Keywords:	Measurement, Tests, Reviews, Australia
Author:	Griffin, P.
Title:	**Tests and Testing: Issues, Developments and Prospects**
Date:	1987
ISBN/Publisher:	Paper prepared for the State Board of Education, Ministry of Education (School Division), Curriculum Branch, Melbourne.

Title only.

Category:	**Measurement, Definitions**
Keywords:	Measurement, Assessment, Definitions
Author:	Griffin, P. and Nix, P.
Title:	**Educational Assessment and Reporting: A New Approach**
Date:	1990
ISBN/Publisher:	Harcourt Brace and Javannovich, Sydney

Title only

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Category:	**Measurement**
Keywords:	Learning Strategies, Reading Skills, Scales, Evaluation, Measurement, Australia, Assessment
Author:	Griffin, P. and Smith, P.
Title:	**The Development of Reading**
Date:	1991
ISBN/Publisher:	Austr. J. of Reading v14, n4, p277-89. Focus issue: Developmental Learning

Presents developmental scales developed as part of the Victoria Literacy Profile Development Project, with the argument that the resulting framework of reading development increases communication among those involved in literacy development.

Category:	**Measurement, Definitions**
Keywords:	Numeracy, Evaluation Methods, Measurement, Definitions, Competence Standards, Employment, Standardised Tests, Australia
Author:	Griffin, Patrick and Forwood, Anne
Title:	**Adult Literacy and Numeracy Competency Scales. An International Literacy Year Project**
Date:	1991
ISBN/Publisher:	

A project was conducted in Australia during International Literacy Year (1990) to develop appropriate ratings scales to assess adults' literacy and numeracy skills. Skills were to be measured in the types and levels of literacy and numeracy needed and achieved by adults in society today, including literacy and numeracy skills in the workplace and in daily living. Following a review of definitions and of the literature issues in assessment of literacy and numeracy, the project outlined levels of literacy and provided examples of them. Principles of assessment and reporting were discussed, and an analysis was made of the behaviors that indicate that literacies have been established. Indicators were used in surveys of adults to cover as wide a range of development as possible in each of the types of literacy. They were sorted by selecting those items that an item response model identified as forming a descriptive criterion scale. The indicators were then organized according to their relationship to one another. Matrix sampling enabled the use of a few indicators for each individual, and overlapping sets of indicators were used to map all of them onto a set of scales. For each scale, a pyramid of indicators emerged, with behaviors that almost all people exhibited at the bottom and those that few people exhibited at the top. From these behaviors, a set of competency rating scales emerged from which individual profiles could be developed. Scales were tested and revised as needed (Appendices include the project brief, and indicators for literacy (reading and writing) and numeracy (basic operations, measurement, and quantiative information processing). There are 139 references.) See also Freebody et al.

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Category	**Measurement, Definitions**
Keywords	Definitions, Evaluation, Scales, Test Instruments, Skills Assessment, Measurement, Reading, Writing, Numeracy, Australia
Author	Griffin, Patrick et al
Title	**Developing Competency Rating Scales in Adult Literacy: An Analytical Approach**
Date	1990
ISBN/Publisher	

This paper outlines the conceptual framework underpinning the development of competency rating scales for adult literacy. It provides a rationale for a project that was conducted in Australia during International Literacy Year (1990) to develop appropriate ratings scales to assess adults' literacy and numeracy skills. The paper examines the construct of literacy, defining pragmatic, cultural, functional, survival or marginal adult literacy and suggesting that there can be many types and levels of literacy. Types of literacy identified include reading, writing, numeracy, document processing, and combined skills. Three levels of literacy are proposed as useful: basic (minimum levels for gaining access to a culture); required (the skills necessary for a given social context, which may change over time); and an improvement level of literacy where an individual is able to take control of his or her life. Since these levels and types of literacy exist, there is a basis for developing a set of rating scales for them, according to the paper. The paper provides several suggested methods of developing competency rating scales and profiles, includes the preferred process used in the Australian project in which the starting point was the behaviours exhibited by persons in establishing literacy.

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Category	**Measurement**
Keywords	Measurement, Reading, Definitions, Readability
Author	Guthrie, J.T. and Siefert, M.
Title	**Measuring Readership: Rationale and Technique**
Date	1984
ISBN/Publisher	92-3-102168-0. UNESCO

Sets out guidelines for measuring the reading activities of a population. Defines 'readership' as the state of being a reader, and outlines the variables which generally influence reading practice - what people read and why. Reviews previous survey; provides guidance on questionnaire design, sampling; data collection. Gives a Reading Activity Inventory in two forms as an exemplar.

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Category	Measurement
Keywords	**Measurement, Testing, Readability, Cloze Procedures, USA**
Author	Haney, W. and Madaus, G.F.
Title	**Searching for Alternatives to Standardized Tests**
Date	1989
ISBN/Publisher	Phi Delta Kappan 70 p683-7

Describes the Degrees of Reading Power (DRP) test, which is considered by many test experts to be the best available test of reading with comprehension.

Category	**Measurement**
Keywords	Measurement, Student Assessment, Test Evaluation, Test Instruments, Standardised Tests, Assessment
Author	Imel, S.
Title	**Adult Literacy Learner Assessment. ERIC Digest No. 103**
Date	1990
ISBN/Publisher	ERIC Clearinghouse on Adult, Career and Vocational Education, Columbus, Ohio

4 major types of approaches to learner assessment are standardised testing, materials-based, competency-based and participatory assessment. Standardised tests are easy and inexpensive to administer. Objections are the intrinsic defects and misuse. Materials-based assessment, the practice of evaluating learners on the basis of tests following the completion of particular curriculum materials, creates a closed system. Because competency-based assessment recognises the importance of prior learning and rewards what individuals can already do, it is more compatible for use with adults. A criticism is that it is still a test given under classroom conditions. Participatory assessment has these features: a view of literacy as pracrices and critical reflection, the use of a broad range of assessment strategies, and an active role for learners in the assessment process. A criticism is that alternative forms of assessment lead to less demanding levels of achievement. Guidelines for selecting assessment instruments and procedures include: purpose of the assessment; appropriateness of the instrument; reliability, validity and practicality of the instrument; and congruence between instrument/approach and instruction.

Category	**Measurement**
Keywords	Assessment
Author	International Centre for Research on Assessment
Title	Catalogue
Date	
ISBN/Publisher	

Catalogue of tests held, mainly quite old, including tests for literacy and numeracy.

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Category	**Measurement, Programme Evaluation**
Keywords	Test Instruments, Test Evaluation, Reading, Writing, Mathematics, Programme Evaluation, Oral Skills, Measurement, USA, Second Language
Author	Jackson, Gregg B.
Title	**Measures for Adult Literacy Programs**
Date	1990
ISBN/Publisher	

Annoted listing of assessment and evaluation instruments useful for adult literacy and basic education programmes and appropriate tests for English as a Second Language speakers. Includes a section of affective outcomes and measures of critical thinking skills.

Sixty-three commercially-available instruments for measuring the outcomes of adult literacy programmes are reviewed. Tests of basic reading, writing, and mathematics skills; oral English proficiency of English as a second language students; affective outcomes; and critical thinking are included. The instruments include paper-and-pencil tests, structured interviews, and self-report forms. Practical considerations are cited, and strengths and weaknesses are highlighted. Each review includes: the acronym for the instrument's title, authors and dates of publication, purpose, description of the exercises and scores, procedures for administration, information about alternate test forms, reliability data, validity data, procedures for scoring and interpretation, general comments, restrictions on availability, prices, and source of the instrument. The reviews can be used: to find instruments appropriate for a given evaluation, to find background information on an instrument that is cited in a report or mentioned by a colleague, to defend against the imposition of ill-suited instruments by government authorities and funding agencies, and as a source of ideas on content, types of exercises, requirements for credible measurement, and pitfalls to be avoided when developing one's own instruments. A list of 56 tests that are relevant but were not reviewed is provided.

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Category:	**Measurement**
Keywords:	Measurement, Assessment, Profiles, Tests, USA, Canada, UK
Author:	Jones, S.
Title:	**Tests for Adult Basic Education and Adult Literacy**
Date:	1989
ISBN/Publisher:	In Taylor, M.C. and Draper, J.A. (eds) Adult Literacy Perspectives 0-921472-04-8. Culture Concepts Inc., 5 Darlingbrook Crescent, Toronto, Ontario M9A 3H4 (US$34.00)

Brief overview of main English-language tests available in 1989. Also discusses important criteria to use in selecting a test.

Category:	**Measurement, Definitions**
Keywords:	Measurement, Definitions, Functional Literacy, USA
Author:	Kirsch, I.S.
Title:	**Measuring Adult Literacy**
Date:	1990
ISBN/Publisher:	In Venezky R.L., Wagner, D.A. and Ciliberti, B.S. (eds) Toward Defining Literacy (International Reading Association, 800 Barksdale Road, PO Box 8139, Newark DE, 19714-8139. Book No. 533: $4.50 member, $6.00 non-member.

Describes the three major approaches used to define and measure adult literacy in the US prior to the National Adult Literacy Survey.

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Category:	**Measurement, Numeracy**
Keywords:	Numeracy, Comparisons, Programmes, Measurement, National Surveys, Youth, Children
Author:	LaPointe, Areline E.
Title:	**Learning Mathematics: Results from the Second International Assessment of Educational Progress**
Date:	1992
ISBN/Publisher:	Publisher: Educational Testing Service, Rosedale, NJ.

International study of mathematics ability in 20 countries. Includes league tables of both educational provision and abilities as measured by assessment tasks of IAEP (International Assessment of Educational Progress).

Category	**Measurement**
Keywords	Measurement, Test Instruments, Test Evaluation, Student Assessment Methods, Standardised Tests, Assessment, Youth, Children, Reading, Mathematics, Numeracy
Author	Levy, P. and Goldstein, H.
Title	**Tests in Education. A Book of Critical Reviews**
Date	1984
ISBN/Publisher	Academic Press

Evaluates nearly 200 tests grouped under the following headings:

Early development (including reading and number), Language, Mathematics, Composite Attainment, General Abilities, Personality and Counselling, Miscellaneous.

Category	**Measurement, Definitions, Programme Evaluation**
Keywords	Programme Evaluation, Student Assessment Methods, Test Evaluation, USA, Definitions
Author	Lytle, S.L. and Wolfe, M.
Title	**Adult Literacy Education: Program Evaluation and Learner Assessment. Information Series No. 338**
Date	1989
ISBN/Publisher	Office of Educational Research and Improvement, Columbus, Ohio

Guide to literacy programme evaluation and adult student assessment. Up to date discussion on the meaning of literacy, an overview of approaches to evaluation and guide to standardised and alternative method of testing literacy students.

Reviews evaluation issues, including data and measurement needs. Four major approaches to learner assessment are considered: (1) standardized testing is norm referenced and cost effective; (2) materials-based assessment is commercially available and follows a systems management model; (3) competency-based assessment involves real-life tasks, predetermined performance standards, a continuum of difficulty, and a range of strategies; and (4) participatory assessment allows learners an active role and involves a range of texts, tasks, contexts, and strategies.

Category	**Measurement, Definitions**
Keywords	Measurement, Student Assessment Methods, Progress, Definitions, Standardised Tests, USA
Author	Lytle, Susan L.
Title	**From the Inside Out: Reinventing Assessment**
Date	1988
ISBN/Publisher	Focus on Basics, v2, n1, p1-4 Fall 1988

Dependence on standardized tests in adult literacy programmes derives partly from their relative ease of administration and their appearance of providing valid and reliable quantitative data for programme evaluation. Few adult educators are satisfied with the quality of the information, and most are extremely dissatisfied with the effects of such testing on teaching and learning. Literacy practitioners, researchers, and theorists have been working together and separately to seek alternatives and reinvent assessment. This movement is based on learner-centred or participatory approaches that are congruent with recent cross-cultural and ethnographic research. To understand and assess the literacy practices of different adult learners, alternative assessment explores the particular types of reading and writing that adults themselves see as meaningful under different circumstances and that reflect their own needs and aspirations. Most important, these new approaches communicate respect for adults. Procedures for assessing learner progress often include scripted or ethnographic interviews, conducted by students with students or by administrators or teachers/tutors with students. Some programmes use profiles or inventories; others integrate assessment with instruction. Support is needed to build networks to share questions and findings about alternatives to traditional methods of assessment.

Category	**Measurement, Definitions**
Keywords	Measurement, Student Assessment Methods, Reviews, Student Participation, Reading Strategies, USA, Definitions
Author	Lytle, Susan L. et al
Title	**Literacy Theory in Practice. Assessing Reading and Writing of Low-literate Adults**
Date	1986
ISBN/Publisher	Paper presented at 67th annual meeting of the American Educational Research Association, San Francisco, 16-20 April 1986

This paper presents the preliminary results of a short term longitudinal study of the impact of literacy instruction on the lives of 76 adults enrolled in a literacy programme at the Center for Literacy in Philadelphia. It begins with an extensive review of literature on literacy, adult literacy and adult literacy assessment. It describes the Initial Planning Conference, a structured interview, which was designed to collect information relevant to the adult's perceived needs and interests. The preliminary findings are presented under the following topics: (1) Who comes for literacy instruction: (2) Why do adults seek literacy instruction? How do they expect it to affect the quality of their lives? (3) What do they say they can already do with reading and writing? What are their strategies for coping with others' expectations that they read and write? (5) What types and uses of print are they aware of in their environment? What do they use and for what purpose? (6) What are their perceptions of the processes of reading and writing? (7) How well do these adults read and write? and (8) What strategies do they use in dealing with print? How do these adults cope with difficulties in reading and writing? Appendices include a demographic summary for those interviewed, their age and education distribution and their responses to the picture reading task. 4 pages of references.

Category	**Measurement**
Keywords	Measurement, Scales, Reviews, Test Instruments, Test Evaluation, USA, Youth
Author	MacLean, L.D. and Goldstein, H.
Title	**The US National Assessments in Reading**
Date	1988
ISBN/Publisher	Phi Delta Kappan, v69 n5 p369-72

Critique of the ETS analyses and use of such simplistic models in NAEP Reading Proficiency Scale. Argues that the inferences of Carroll, J.B. (1987) give too much meaning to scores on the NAEP Reading Proficiency Scale.

Also says that the procedure by which the scores were devised ignored most modern thinking about the nature of language and language learning.

Category	**Measurement, Definitions**
Keywords	Definitions, Measurement, Programme Evaluation, Assessment, Outcomes, USA
Author	Mentowski, M.
Title	**Designing a National Assessment System: Assessing Abilities that Connect Education and Work**
Date	1991
ISBN/Publisher	Paper prepared for workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates, Washington DC 17-19 Nov 1991. National Center for Education Statistics, Washington DC

What has been learned from the study of relationships between abilities and outcomes learned in college and those abilities as they are performed at work is summarised to infer principles that should inform a national system to assess the higher order thinking and communications skills of college graduates in support of the National Education Goal of Literacy and Adult Learning. It is argued that abilities can be assessed in ways that connect education and work as long as abilities are defined in ways that make sense to both spheres. Abilities can be assessed in ways that enable judgements of graduates' effectiveness and in ways that help determine the effectiveness of college learning for work. It will be necessary to identify the abilities involved in effective work and citizenship, but this information can be collected directly from college graduates in work and service roles. Accountability and improvement agenda can be met in the same system. Appendices provide specific information about the assessment approaches of Alverno College in Milwaukee (Wisconsin). Reviews by RL Larson, T Marchese and B Wright, and RG Swanson of this position are provided. The author's response is included.

Category	**Measurement, Target Groups/offenders, Programme Evaluation**
Keywords	Measurement, Student Assessment Methods, Prisons, Volunteers, Reviews, USA
Author	Metz, Elizabeth
Title	**The Issue: Adult literacy Assessment. ERIC Digest**
Date	1989
ISBN/Publisher	ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN

Intended to help adult education teachers and administrators select the type of adult literacy programme that works best for their students, this digest surveys 9 different programmes and discusses the assessment methods used for each. Programmes examined are (1) Time to Read, (2) Center for Literacy programme, (3) Federal Prison System programme, (4) Project LEARN, (5) City University of New York Adult Literacy programme, (6) Greece Central School District Continuing Education programme, (7) CASAS (Comprehensive Adult Student Assessment System), (8) Literacy Volunteers of America, Danbury, Connecticut programme and (9) California Literacy Campaign.

Category	**Measurement, Learning/learning Difficulties, Target Groups/special Needs, Teaching Methods**
Keywords	Measurement, Tests, Learning Difficulties, Teaching Methods, Student Characteristics, USA
Author	Montgomery, Dorothy
Title	**STALD: Screening Test for Adults with Learning Difficulties and Strategies for Teaching Adults with Learning Difficulties**
Date	1986
ISBN/Publisher	Education Service Center Region 9, Wichita Falls, Texas

Part 1 contains materials that relate to the Screening Test for Adults with Learning Difficulties (STALD). The test, other testing materials, and test administrator's sheets are provided as attachments. The test is aimed at screening adult learners individually to see whether characteristics common to adults with learning difficulties are present and, if so, to prescribe specific materials and methods known to be successful with them. It is designed to be administered by supervisors, adult education teachers, or volunteer tutors within a time frame of 35-45 minutes. Instructions explain how to administer the three parts of the test - basic and perceptual screening, word identification test, and reading passages placement. Other sections address test interpretation and implications for remediation. A remediation chart is keyed to STALD errors; bibliographic data including sound and price are given for materials cited in the remediation chart. Part II contains instructional resources for the remediation model for use in adult education or adult literacy settings. Contents include characteristics of adults with learning difficulties, principles for teaching learning disabled adults, techniques for teaching adults with learning difficulties, a curriculum for decoding instruction, and lists of instant words (frequently written English words) and protective words and phrases (used frequently in signs). Appended are an adult screening test and a STALD score sheet.

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Category	**Measurement**
Keywords	Measurement, Test Instruments, Reading Ability, National Surveys, Student Assessment Methods, USA, Cloze Procedures
Author	Murphy, R.T.
Title	**Adult Functional Reading Study. Project 1: Target Research and Development Reading Program Objective, Subparts 1, 2 and 3. Supplement to Final Report.**
Date	1975
ISBN/Publisher	Educational Testing Service, Princeton, NJ

Articles in this report are based on data obtained by the Adult Functional Reading Study. This study examined the reading activities of American adults and tested adults' performance on functional reading tasks. A supplement contains several articles concerned with the reading skills required to read and answer or perform the reading tasks and an analysis of reading competence and schooling related to economic benefits. Chapter topics are error analysis and inquiry, relationship of decoding to adult functional reading, relationship of functional reading to performance on cloze tests, basic reading competence in the schools, and the economic benefits of schooling and reading competence.

Category	**Measurement**
Keywords	Measurement, Tests, Functional Literacy, Evaluation, Instruments, Reviews, USA, Reading, Standardised Tests
Author	Nafziger, D.H. et al
Title	**Tests of Functional Adult Literacy: An Evaluation of Currently Available Instruments**
Date	1975
ISBN/Publisher	Northwest Regional Educational Lab., Portland, Oreg.

Currently available measures of functional literacy for adults are reviewed and evaluated. This report concentrates on tests that are referenced to literary skills important to an adequately functioning adult, such as life skills, coping skills, etc. Because functional literacy has frequently been defined in terms of a grade level equivalent or some other norm, adult reading tests referenced to a norm group are also included. A common set of 40 criteria categorised under 4 main headings are used: measurement validity, examiner appropriateness, technical excellence and administrator usability. The report provides teachers and administrators in Right to Read and other adult education programs a reference for use in identifying and judging the value of tests available for assessing adult functional literacy. To increase its utility as a reference, summaries of a number of tests designed for adults are included. The report consists of: Problems in Defining and Measuring Literacy; Test Identification; Evaluative Criteria; Test Reviews; Test Evaluations; and Summary. Because many tests of functional literacy are newly developed or still being developed, there may be tests which should have been, but could not be, included in this report. No one set of criteria is appropriate for judging all tests. Thus, these test evaluations must be interpreted with respect to the intended use of each test.

Category	**Measurement, Definitions**
Keywords	Measurement, Definitions, National surveys, Functional literacy, Skills Assessment Methods, Canada, USA, Europe
Author	Neice, D., Adsett, M. and Rodney, W.
Title	**Direct Versus Proxy Measures of Adult Functional Literacy: a Preliminary Re-examination**
Date	1992
ISBN/Publisher	In OECD Adult Illiteracy & Economic Performance (Appendix 2) 69-86 92-64-13597-9

Begins with a brief discussion of concepts and definitions and then moves on to a discussion of the history behind the use of proxy measures for estimating adult literacy. A review of ten direct skill assessment surveys are highlighted as alternatives. The potential adequacy of using proxy measures is re-examined in the light of Statistics Canada survey results.

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Category	**Measurement**
Keywords	Assessment, Tests, Measurement, Schools, Reading Tests, Oral Skills, Children, Cloze Procedures
Author	Neville, M.
Title	**Assessing and Teaching Language: Literacy and Oracy in Schools**
Date	
ISBN/Publisher	

Schools-based text, but provides a useful overview of testing methods, including detailed discussion of speaking tests and cloze procedures.

Category	**Measurement, Definitions**
Keywords	Measurement, Definitions, USA
Author	Newman, A. and Beverstock
Title	**Adult Literacy: Contents and Challenges**
Date	1990
ISBN/Publisher	Newark, Delaware: Intnl Reading Association Inc., 800 Barksdale Road, PO Box 8139

Good background reading on the problems of defining literacy. Excellent chapter on measuring literacy in America.

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Category	**Measurement, Bibliographies**
Keywords	Measurement, Tests, Student Assessment, Student Evaluation, Bibliographies, USA, Writing, Oral Skills
Author	Office of Educational Research and Improvement (ED), Washington
Title	**Testing and Assessment. Special Collection No. 1**
Date	1991
ISBN/Publisher	ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E.10th St., Suite 150, Bloomington, IN 47408-2698. $5.95 + $2.00 p&p

Applicable to all levels of education, the 8 digests and 4 FAST (Focused Access to Selected Topics) bibliographies included in this special collection focus on testing and assessment in the fields of reading, writing, listening and speaking. The material in this special collection is designed for use by teachers, students, administrators, researchers, policymakers, and parents. The digests are on the following topics: Testing Literature: The Current State of Affairs, Evaluating Student Writing: Methods and measurement, The Issue Adult Literacy Assessment: How Well do Tests Measure Real Reading?, Note Taking: What do we know about the benefits?, Large Scale Writing Assessment, Dialogue Journals, and Assessing Listening and Speaking Skills. The bibliographies deal with the following: strengthening test-taking and study strategies in reading; reading and writing assesment in middle and secondary schools; informal reading inventories; and reading assessment in elementary education. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RSC), and information on requesting a computerised search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached.

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Category:	**Measurement, Organisational Issues, Programme Evaluation, Target Groups/offenders**
Keywords:	Measurement, Needs Assessment, Programme Evaluation, Target Groups, prisoners, USA
Author:	Rickard, P.L. and Stiles, R.L.
Title:	**Comprehensive Adult Student Assessment System (CASAS) Design for Effective Assessment in Correctional Education Programs**
Date:	1985
ISBN/Publisher:	Journal of Correctional Education, v36, n2, p51-53 June 1985

Describes the California comprehensive adult student assessment system that measures the identified competencies of local education programmes, and provides information about student placement, progress, and competency attainment in a format that is meaningful to the student, the instructor and the programme manager.

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Category:	**Measurement**
Keywords:	Handbook, Progress, Assessment, Scotland, Measurement
Author:	Scottish Community Education Council
Title:	**Assessing Progress: Guidelines and Practical Examples of How to Assess Progress in Adult Basic Education**
Date:	1989
ISBN/Publisher:	

Provides examples compiled from methods used by ABE practitioners in Scotland.

See also:

Part 1 Volunteer Tutors (1987) IofE Soz SCO

Part 2 Good Practice Guidelines for ABE (SCEC, 1988) - covers general statements on assessment and evaluation (Soz SCO)

Category	**Measurement**
Keywords	Measurement, Test Instruments, Models, Cognition, Student Assessment Methods, Youth, Writing, USA, Assessment
Author	Sheehan, K. and Mislevy, R.J.
Title	**Integrating Cognitive and Psychometric Model to Measure Document Literacy**
Date	1990
ISBN/Publisher	Journal of Educational Measurement, v27, n3

The Survey of Young Adult Literacy (1985 NACP) includes 63 items that elicited skills in acquiring and using information from written documents. The items were analysed using two different models:

1. a qualitative cognitive model
2. item response theory (IRT) model

This paper demonstrates how a generalisation of Fischer and Scheiblechner's Linear Logistic Test Model can be used to integrate information from the cognitive analysis into the IRT analysis - providing a foundation for subsequent item construction, test development and diagnosis of individuals' skill deficiencies.

Category	**Measurement, Definitions, Target Groups/workplace**
Keywords	Measurement, Reviews, Tests, Job skills, Reading Skills, Functional Literacy, Definitions, Workplace Literacy, USA, Employment, Assessment
Author	Short, D.J. and Grognet, A.G.
Title	**A Review of Workplace Literacy Tests and Testing**
Date	1988
ISBN/Publisher	Center for Applied Linguistics, Washington, DC

A review of workplace literacy tests and testing found that the definitions of literacy and in particular workplace literacy have changed and are continuing to change. There is no single, widely accepted definition. Descriptions of workplace literacy demands in terms of reading grade levels inappropriate. Most tests currently in use are inappropriate for the work environment because they (a) do not contain job related vocabulary or tasks (2) are not indicative of the actual demands placed on workers, (3) are of the paper and pencil type rather than performance based, (4) do not contain an oral component, and (5) do not require the examinee to interpret and analyse. An appropriate workplace test should simulate job tasks. A needs analysis of the literacy requirements for each job or job cluster should be undertaken before workplace literacy test is designed. New technology should be incorporated in any workplace test: computers and interactive videodiscs permit more flexibility, greater tracking, and better curriculum planning than does any standardised test. Interactive videodiscs allow a wide variety of question types that more closely simulate the workplace. To be more valid, workplace tests should have the following sections: (1) one part, for all occupations, that should address general concerns such as reading indexes, filling out forms, and writing business correspondence, and (2) another part that varies according to occupational cluster and focuses on particular skills required for its cluster. 31 references and descriptions of 13 tests, providing title, publisher, purpose, audience, type, design, skills assessed, approach/item type, norms and review comments.

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Category	**Measurement, Training**
Keywords	Measurement, Assessment, APL, Colleges, Workplace, UK, NVQs, Standards, Employment
Author	Simosko, S.
Title	**APL: Accreditation of Prior Learning**
Date	1991
ISBN/Publisher	07494-0474-4, Kogan Page

A comprehensive guide to current policy and approved practice on accreditation of prior learning in academic, training and employment environments. Guidance rather than research but discusses origins of APL movement and provides full bibliography of key policy documents.

Category	**Measurement, Definitions**
Keywords	Research Methods, Reading, Educational Background, Environmental Factors, Measurement, Assessment, Definitions
Author	Smith, C.M.
Title	**The Development and Use of an Instrument for Assessing Adults' Attitudes Toward Reading**
Date	1990
ISBN/Publisher	Journal of Research and Development in Education 23-3, 156-161

Research assessing the reading attitudes of 84 adults, examining differences in attitude among different educational and occupational groups. Those with most education and higher status jobs had the most positive attitudes towards reading.

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Category	**Measurement**
Keywords	Measurement, National Surveys, Canada, Skills Assessment Methods, Levels, Social and Economic Characteristics
Author	Statistics Canada (Satin, A., Jones,S., Kelly, K. and Montigny, G.)
Title	**National Literacy Skill Assessment: The Canadian Experience**
Date	1990
ISBN/Publisher	

A direct assessment of the reading, writing and numeracy skills levels of Canada's adult population based on the Southam News National Survey of 1987. The survey provides a link between assessed literacy levels and selected background and socio-economic characteristics of respondents. The sample size is 13,500 adults age 16-69. The measurement framework is described and also the model used to score results and the typologies used to summarise the findings.

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Category	**Measurement, Definitions**
Keywords	Measurement, Functional Literacy, Reviews, Skills Assessment, Definitions, USA
Author	Sticht, T.
Title	**Issues in Indexing Functional Literacy**
Date	1987
ISBN/Publisher	Commissioned by Study Group on the National Assessment of Student Achievement. Cited in Appendix B in Final Report 'The Nation's Report Card'

Explores some of the issues involved in developing an index of functional literacy that can serve diagnostic purposes. In 1985, Secretary of Education William J. Bennett outlined principles for the National Assessment of Educational Progress (NAEP), including a principle calling for NAEP to 'develop an index of functional literacy that is consistent over time and applicable to the adult population as well as to children of school age'. Two major issues must be dealt with in indexing functional literacy: the nature of literacy, and the societal demands for literacy. The issue of literacy as knowledge, skill and information processing with the written language and other graphic tools of thought and communication underlies many of the problems in the assessment of literacy and functional literacy. Presently, neither NAEP nor any other assessment conceptualises these different aspects of cognition and uses them for designing tests to reveal contributions of these different facets of ability to the performance of literacy tasks. The determination of the demands of society produces the major controversies surrounding the assessment of literacy. It is difficult to develop an index of functional literacy that can be used diagnostically with precision.

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Category	**Measurement, Second Language Teaching**
Keywords	Measurement, Test Instruments, Test Evaluation, Standardised Tests, Second Language, Literacy, Reviews, Assessment, USA
Author	Sticht, T.C.
Title	**Testing and Assessment in Adult Basic Education and English as a Second Language Programs**
Date	1990
ISBN/Publisher	Applied Behavioral & Cognitive Sciences Inc., San Diego, CA

Expands upon the discussion of standardised tests in federal legislation and Department of Education rules and regulations, in order to guide practitioners in using these tests and alternative assessment methods more wisely. Amendments of 1988 that address the uses of standardised tests, the federal regulations that implement the amendments, public comments on the regulations, and the US Department of Education's responses to the comments are presented. Chapter 2 deals with the nature and uses of standardised tests including definitions of standardised tests, norm referencing, criterion referencing, competency based education and curriculum based tests. Chapter 3 provides information about eight standardised tests in wide use in adult basic education (ABE) and English as a Second Language (ESL) programs: Adult Basic Learning Examination (ABLE); Basic English Skills Test (BEST); Comprehensive Adult

Student Assessment System (CASAS) ABE and ESL tests; English as a Second Language Oral Assessment (ESLDA); General Educational Development Official Practice Tests; Reading Evaluation Adult Diagnosis (REA) scores, and tests of Adult Basic Education (TABE). Chapter 4 discusses 'negative gain' scores, general and specific literacy, item response theory, predictive validity, special problems in testing in ESL programs, alternative assessment methods, and assessment systems to meet instructional purposes and state and federal requirements for accountability. 33 reference footnotes are given. Appendix A provides a table for comparing scores among several standardised tests. Appendix B provides 13 sources of additional information and a set of 5 transparency masters for use in presentations on standardised testing in ABE and ESL programmes.

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Category	**Measurement, Definitions, Target Groups/armed Forces , Learning/child-adult Comparisons**
Keywords	Armed Forces, Reading skills, Measurement, Definitions, USA, Adult-child Comparisons
Author	Sticht, Thomas G.
Title	**Evaluation of the "Reading Potential" Concept for Marginally Literate Adults**
Date	1982
ISBN/Publisher	-

Three studies were conducted to determine the validity of the idea that adult literacy students have greater reading potential (and thus can learn in much shorter periods of time) than school children who score at comparable levels to the adults on standardized reading tests, and that adults are more efficient learners than such children. The results indicated that (1) marginally literate men (MLM) reading at the fifth grade level on a standardized reading test performed comparably to typical fourth and fifth grade students on tests of comprehension by auding and reading when the materials were presented at 128 words per minute; (2) MLM reading near the fifth grade level performed more poorly than typical fifth graders on tests of learning from audio-visual materials; (3) MLM showed approximately 0.5 to 1.0 years of reading potential on an auding and reading test; (4) MLM in a military job-related reading programme of 6-weeks' length showed a median gain of 0.7 grade levels in general reading and 1.6 levels in job-related reading – there was no relationship of reading potential to gain. From these findings it was concluded that one should not assume that adult literacy students will perform better or learn more quickly than children at comparable reading levels. It was also decided, however, that adults learned job-related reading more quickly than general reading skills.

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Category	**Measurement**
Keywords	Measurement, Reading Tests, Readability, Testing, Assessment
Author	Taylor, M.C.
Title	**Assessment of the Basic Dimensions and the Concept of Instrument Readability**
Date	1989
ISBN/Publisher	In Taylor, M.C. and Draper, J.A. (eds) Adult Literacy Perspectives 0-921472-04-8. Culture Concepts Inc., 5 Darlingbrook Crescent, Toronto, Ontario M9A 3H4 (US$34.00)

Summarises methods of computing readability.

Category	**Measurement, Definitions**
Keywords	Measurement, Performance Level, Materials Development, Skills Assessment Methods, USA, Definitions
Author	Texas Education Agency
Title	**A Research and Development Project to Design a System and Supporting Materials to Provide an Adult Performance Level (APL) in Four Major Sub Areas for Adult Basic Education**
Date	1972
ISBN/Publisher	Preliminary report prepared for Adult Performance Level State Directors Advisory Conference, 2-3 Nov 1972. Division of Adult and Continuing Education, Texas University, Austin.

In accordance with the national aims for adult literacy programs, an Adult Performance Level (APL) project was devised whose primary goal was to produce sequential tests of APL objectives derived from the requirements of adult living in four major areas: reading, writing, computation and general knowledge. To document these abilities and skills that minimally performing adults must have and to identify characteristics distinguishing the successful from the nonsuccessful functioning adult, field interviews were conducted with 49 individuals in 25 State and Federal agencies and foundations whose work related to minimally performing adults. A nationwide field test was conducted which, together with the earlier interviews and a literature search, enabled project personnel to identify nine general areas in which minimally performing adults must be able to function. Objectives and tasks were assigned to each of the nine areas. The general knowledge areas are: occupational knowledge, consumer economics, health, community resources, government and law, and transportation. Basic skill areas are communication skills, problem solving techniques, and interpersonal dynamics. 10 page bibliography.

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Category	**Measurement, Definitions**
Keywords	Measurement, Assessment, Literacy
Author	United Nations
Title	**National Household Survey Capability Programme**
Date	1989
ISBN/Publisher	United Nations Dept of Technical Cooperation for Development/Statistical Office, New York

In-depth study of ways of measuring literacy through household surveys, and related topics.

Category	**Measurement, Definitions**
Keywords	Measurement, Definitions, Reading, Writing
Author	Venezky, R.L.
Title	**Assessing Higher Order Thinking and Communication Skills: Literacy**
Date	1991
ISBN/Publisher	Commissioned paper for workshop on Assessing Higher Order Thinking & Communication Skills, Washington DC 17-19 Nov. 1991

Assessment of higher order literacy skills encounters three initial problems aside from assessment methods: (1) definition of literacy; (2) range of skills to asses; (3) whether or not higher order literacy can be assessed independently of a particular content area. Regardless of definitions, the general performance areas to be covered must be decided. Issues to be resolved are the question of how many lower-level literacy skills to include in a higher-level assessment and the degree to which a pure literacy assessment can be separated from any particular content. The cognitive base for assessment of adult literacy is thin, and that dealing with higher-level skills is almost non-existent. In the future, text-based tasks might be developed from analyses of basic reading comprehension processes. These tasks might be aligned with the Delphi classification of core critical thinking skills. To be compatible with the basic directions of critical thinking and communications research, it is suggested that literacy assessment be built around a definition of human expertise, confined primarily to reading and writing, and integrated with content-area assessment, at least for areas where text-based information must be integrated with information previously acquired. Three figures illustrate the discussion and a 52 item list of references is included. Reviews by R. Calfee, M.A. miller and M. Scriven of this position paper are provided.

Category:	**Measurement, Definitions**
Keywords:	Definitions, Measurement, Assessment, Reading, National Surveys, Reviews, Youth, USA
Author:	Venezky, R.L.
Title:	**Literacy and the NAEP Reading Assessments. A Background and Position Paper Prepared for the NAEP Reading Review Subcommittee**
Date:	1986
ISBN/Publisher:	Commissioned by Study Group on the National Assessment of Student Achievement. Cited in Appendix B in Final Report 'The Nation's Report Card'

Reviews literacy and literacy assessment in America, in relation to the various National Assessment of Educational Progres (NAEP) reading assessments. Literacy can be defined and assessed only in relation to literacy demands. A current concept of literacy distinguishes between reading comprehension as an outcome of lexical access and comprehension processes, and literacy as the application of particular skills in a social context. Closely related to the changing definitions of literacy are the techniques employed for assessing literacy. The most refined literacy assessment to date is the NAEP Young Adult Literacy Survey. Analysis of the responses from this study show multiple dimensions to literacy. NAEP reading objectives have shifted from a behavioural to a process oriented view. Scale scores (which may reduce the educational value of a test, but offer psychometric convenience) have replaced estimated percentage correct for items or item types. Several recommendations are made:

1. The NAEP Reading Assessment should focus on surveying the skills and attitudes of real-world literacy in youth and young adults.

2. NAEP's Reading Assessment should cover high school dropouts and young adults, as well as in-school students.

3. public reporting of NAEP assessment scores should emphasise item types using weighted percentage correct.

4. NAEP should report results objectively, without pressure to promote political agenda.

6. TEACHING METHODS

Research on teaching methods for adults is affected by the lack of a clear theory about adult learning. As discussed further in the section on learning, we know rather little about how adults process and access information, and how far it differs from children. For example, the fact that adults know a great deal more and have had far more experiences (including good or poor experiences of schooling), is likely to affect learning styles, and therefore, appropriate teaching methods. Although some attempts are being made to develop adult theories (see references to andragogy here and in the **Learning** section) there is relatively little theory which makes clear inferences about teaching methods.

Much work on teaching methods has tended, therefore, either to generalise from work which is originally or largely child- and school-based, or to work from organisational features of teaching adults. Darkenwald, for example, notes a number of recurring and distinctive attributes of teaching adults which have, or should have, major effects on teaching methods: notably open enrolment, irregular attendance, student diversity (in experience, needs and motivation) and teacher characteristics. He emphasises, as do many other authors, that effective teaching methods are not context-free, but are bound up with context, purpose and curriculum.

The factors noted above tend to produce a 'conventional wisdom' among experts regarding preferred teaching methods, although these do not necessarily reflect standard practice. Grubb et al., for example, note that, in the US, 'skills and drill' methods are common. They also provide an excellent summary of the arguments against such an approach. In the UK, Europe and Australia, adult literacy publications and culture are, in general, ideologically opposed to drill-based methods. Recent work advocates a shift from school-based to adult-based models of learning with corresponding changes in teaching methods. Innovations in practice however have not, on the whole, originated in research but evolved from everyday teaching experience (Barton and Hamilton).

There is rather little empirical evidence on the relative incidence of different teaching methods. Recent English research indicated that an approach which is 'mostly individual' (i.e. one-to-one) is the most popular. Kambouri (see **Organisational Issues**) found that teachers reported this three times as frequently as the next most popular approach ('individual and small group and whole class') and Abell reported similar practices (see **Programme Evaluation** section). This may reflect a common perception (Cox & Lane; Broaks and Richardson) that one-to-one tuition must be preferable because of the diversity of students' needs.

Learning theories and the influence of the 'new literacy', with its emphasis on cultural and social context, both encourage learner-centred approaches (see **Social-Cultural** section). These emphasise helping adults to identify and organise their own approach to and interaction with texts, but also use of a variety of teaching approaches. At the level of specific approaches to teaching reading, it is generally concluded (see e.g. Beebe; Roskos) that whole language approaches are more andragogical, more supportive of higher order thinking and more compelling and motivating for adults than more skill-based approaches (see **Second Language** section for parallel debates on second-language learning). The particular approach which has been most studied in the early 1990s is the 'paired reading' used in Family Literacy programmes (see **Family Literacy**). However, there is also increasing interest in group-based learning rather than on individualised methods (Ennis; Imel; see also Barnes and Mace on collaborative writing projects). 'Student-centredness', taken to extremes, may be difficult to implement and lose many of the benefits of group work and discussion. Advocates of more group and class work also emphasise the diversity of adult learners. There are also arguments for particular skills-based techniques and approaches, especially with respect to systematic errors: see, for example, Goodman, Ivanic, Kaelin, Lever, Sofo. Peer tutoring is frequently mentioned but very under-researched. One aspect of good teaching on which there is no disagreement is formative and diagnostic assessment (e.g. Padak). However, as discussed in the **Measurement** section, there is a relative dearth of appropriate materials for adults.

Information technology

A subset of references in this section deals with information technology (broadly interpreted: including computers, broadcasting, interactive video etc.) In the past, high expectations of the effectiveness of teaching methods using technologies have often been disappointed but there is now a growing body of research literature which clarifies their strengths, weaknesses and potential (see e.g. Hargreaves, Jones and Charnley, Miller-Parker, Shaw). What is increasingly clear is that effective teaching methods incorporate technological aids as an adjunct to more conventional methods – they cannot substitute for teachers (see also **Organisation** section). Reviews of computer-assisted instruction, for example, frequently show no major advantage over conventional methods in measured student progress (Rachal). In depth studies of why this should be the case underline the need for teachers to introduce and mediate the technology-based materials, interact with students and generally continue to undertake an active teaching role.

Open learning

Materials on open learning are included in this section (see also **Organisational Issues** especially Bergin et al). They include references referring to distance learning and flexible learning, as well as to 'open learning'.

There is not a great deal available in the way of research on open learning and its effectiveness. Most is more concerned with implementation and development of materials. However, such research as was located generally echoes the findings of research on teaching using information technology. Open learning arrangements can provide an extremely useful approach to the teaching of adults but they do not dispense with the need for active teaching and direct contact with students. (Literature on the Open University was not covered by the remit for this bibliography: but readers with a particular interest in open learning are referred to this for discussions of effective techniques, including the role played by tutors and summer schools). See Imel, Keegan, and the Lancashire Industrial Language Training Unit for discussions with a clear focus on open learning in the context of adult literacy.

Category: **Teaching Methods, Information Technology**

Keywords: Teaching Methods, Computers, Information Technology

Author: ALBSU

Title: **Computers in ABE – ALBSU Special Development Materials Project**

Date: 1987

ISBN/Publisher: ALBSU

See Leonard, J. Computers in Language and Literacy Work, and Word Processing and Language Skills (in Handbooks) and Basic Skills Software – A resource guide.

◆

Category: **Teaching Methods, Learning**

Keywords: Teaching Methods, Learning Strategies, Reading, Reviews, Phonics, Student Assessment

Author: ALBSU

Title: **Viewpoints No. 11. The Teaching of Reading**

Date: 1991

ISBN/Publisher: ALBSU

Includes a discussion of the recent controversy over standards, a development of the concepts and practice of reading, assessment of a phonics approach to teaching reading and a report on the study of reading attainment.

Category: **Teaching Methods, Reviews**

Keywords: Teaching Methods, Reviews, Spelling

Author: ALBSU

Title: **Viewpoints No. 13: Methodological Issues in Basic Skills**

Date: 1992

ISBN/Publisher: ALBSU

Analyses the theoretical and methodological issues that underlie learning programmes in basic skills.

Contents:

Functional Context Education: Learning for and in the World of Work, Thomas G. Sticht.

Language Development Work in Further Education: An approach to analysing course demands and student needs, Wendy Croft.

Learning to Spell - or Spelling to Learn?, Cynthia Klein.

A Simplified Spelling Answer to Literacy Problems, Christopher Usherwood.

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Learning Strategies, Reviews, ESOL, Second Language, Organisation, Group Learning
Author:	ALBSU
Title:	**Viewpoints No. 7: Methods and Approaches**
Date:	1987
ISBN/Publisher:	ALBSU

Includes an exploration of the tension between teaching effects for needing and learning to read, the necessity for teaching pronunciation with ESOL students, students' writing, assessment, the role of groups as positive factor, a challenge to the assumptions of student-centred learning, discussion of the concept of the core curriculum.

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Category:	**Teaching Methods, Information Technology**
Keywords:	Teaching, Teaching Materials, National Surveys, Computers, Australia
Author:	Anderson, J.
Title:	**New Literacy Tools for Adults**
Date:	1990
ISBN/Publisher:	Australian Journal of Adult and Community Education, v30, n2, p84-91 Jul 1990

Describes an Australian national study of technologies used for adult literacy: traditional technologies (print, radio, television, audio and videotape, teleconferencing, and computers) and new generation technologies (laser discs, CD Rom, videodiscs and hypermedia).

Category:	**Teaching Methods, Information Technology**
Keywords:	Teaching Methods, Computers, ESOL, Prisons, Australia
Author:	Anderson, J.
Title:	**Technology and Adult Literacy**
Date:	1991
ISBN/Publisher:	0-415-06418-X Routledge

Based on a report on the use of technology in adult literacy campaigns in Australia's Adult Literacy Action Campaign. Also includes reference to developments in Europe and N America.

After a discussion of literacy definitions and problems, chapters develop a framework for evaluating the potential of technology, present 6 selected case studies of technology use (e.g. computers, teleconferencing, TV, interactive video etc). Development of appropriate software for basic skills improvement and tailor made software for individual needs are investigated. Sections on the use of technology with disabled, special needs and aboriginal learners. Finally, emerging issues and opportunities are analysed.

Category: **Teaching Methods, Information Technology**

Keywords: Social/cultural Influences, Family Literacy, Intergenerational Literacy, Teaching Methods, Computers

Author: Askov, E.N., Maclay, C.M. and Bixler

Title: **An Intergenerational Study of the Impact of Computer-assisted Reading Instruction with Low-literate Parents**

Date: 1992

ISBN/Publisher: in T.G. Sticht, B.A. McDonald and M.J. Beeler (eds) The Intergenerational Transfer of Cognitive Ability (pp 149-157), Norwood, NJ: Ablex

■

Category: **Teaching Methods, Information Technology**

Keywords: Teaching Methods, Computers, Information Technology

Author: Askov, G.N. and Clark, C.T.

Title: **Using Computers in Adult Literacy Instruction**

Date: 1991

ISBN/Publisher: Journal of Reading 34(6) 434-48 March 91

Title only

Category: **Teaching Methods, Information Technology**

Keywords: Teaching Methods, Computers, USA

Author: Baker, G. and Bixler, B.

Title: **Computer-assisted Instruction Design Techniques for the Low-literate Adult**

Date: 1990

ISBN/Publisher: International Journal of Computers in Adult Education & Training v2, n1 p18-27.

Title only

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Category: **Teaching Methods**

Keywords: Teaching Methods, Direct Instruction Model, Australia

Author: Barnes D.

Title: **Why not Direct Instruction?**

Date: 1984

ISBN/Publisher: Austr. Educational and Developmental Psychologist, v1, n2, p59-62

Title only

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Audio-visual, Reading Skills, Student Attitudes
Author:	Bean, R.M. and Wilson, R.M.
Title:	**Using Closed Captioned Television to Teach Reading to Adults**
Date:	1989
ISBN/Publisher:	Reading Research and Instruction, v28, n4, p27-37 Summer 1989

Investigates the use of closed captioned television to improve the sight vocabulary of adults receiving literacy instruction. Finds that students' sight vocabulary increased significantly and that student attitudes to closed captioned television were extremely positive.

Category:	**Teaching Methods, Learning**
Keywords:	Teaching, Literacy, Reading, Writing, General, Reviews, Learning, Spelling, Bibliographies
Author:	Beard, R.
Title:	**Teaching Literacy: Balancing Perspectives**
Date:	1993
ISBN/Publisher:	London: Hodder & Stoughton

Collection of research articles on the teaching of literacy in English. Draws on research of previous 20 years to attempt to develop a balanced approach to literacy teaching. Adult relevant contents: Introduction (Beard); The Structure of Language (David Crystal); Reading and Spoken Language: The Links (Jesie Reid); Sense and Sensibility: Some thoughts on the teaching of literacy (Margaret Donaldson); Developing Skilled Reading (Jane Oakhill); Early Influences on Literacy (Barbara Tizard); Phonological Aspects of Learning to Read (Peter Bryant); The 'good book': Linguistic aspects (Katharine Perera); The 'good book': Literacy and Developmental Aspects (Nicholas Tucker); The 'good book': Non-narrative aspects (Alison Littlefair); Comparing and Writing (Carl Bereiter and Marlene Scordamalia); The Teaching of Spelling (Margaret Peters); Handwriting (Rosemary Sassoon); Beginning to Read: An overview (Marilyn Jager Adams). Extensive bibliography on literacy education research.

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Reading, Canada, Children, Whole Language Approach
Author:	Beebe, M.J.
Title:	**Literacy Theories Informing the Teaching of Reading: The Transition to Whole Language Instruction**
Date:	1990
ISBN/Publisher:	In Norris, S. and L.M. Phillips, Foundations of Literacy Policy in Canada. 1-55059-020-0. Detselig Enterprises Ltd.

Discusses the differences between skills approaches and whole language approaches. Although the discussion is largely schools-based, provides a good explanation of the theories underlying the two approaches, and defends the importance of a 'whole language' element in teaching reading.

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Category:	**Teaching Methods, Learning**
Keywords:	Learning Processes, Teaching Methods, Reading Strategies, Research
Author:	Bowren, F.F.
Title:	**Adult Reading Needs Adult Research Models**
Date:	1987
ISBN/Publisher:	Journal of Reading v31 n3 p208-12 Dec 87

Describes the lack of substantial knowledge base about the nature of adult reading schemata and adult skill acquisition processes, posits reasons for the lack, and points out areas in adult reading that need to be addressed by researchers, such as materials, programmes and instructional methods.

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Reading Strategies
Author:	Broaks, N. and Richardson, J.S.
Title:	**Teaching the Adult Beginning Reader: Designing Research Based Reading Instructional Strategies**
Date:	1981
ISBN/Publisher:	Paper presented at Annual Meeting of the College Reading Association, Louisville KY, 29-31 Oct 1981

Acknowledging that while it is difficult to suggest specific instructional strategies for accommodating differing adult beginning readers' (ABR) psychosocial behaviour, this paper offers appropriate instructional principles based on the educational and social needs of the ABR. The principles presented are: (1) teachers should help adults manage their time for maximum reading practice with minimal lesson time; (2) initial reading instruction may be best presented with materials in which adults have expressed a utilitarian interest; (3) adults must interact with the greater social/cultural environment to encourage more generalisation in dealing with print; (4) adults should be encouraged to identify and organise their own approach to word recognition; (5) students will comprehend better when they can focus on the organisation of the materials; (6) instruction should not stress the (letter/sound) aspect of the reading process; (7) features or word cues most likely to be present when recall is required should be stressed when new materials are introduced; and (8) adults may learn more quickly using materials representing a relatively concrete level of experience. Each of the eight principles presented includes background research information and instructional implications or activities.

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Category:	**Teaching Methods**
Keywords:	Teaching Methods, Reading Strategies, Learning Theory
Author:	Broaks, N. and Richardson, J.S.
Title:	**Teaching the Adult Beginning Reader: Research Based Instructional Strategies**
Date:	1985
ISBN/Publisher:	Adult Literacy and Basic Education, v9, n3, p131-43

Contains eight principles for teaching the adult beginning reader. Each principle is based on classical, established or new research and learning theory related to the adult reader. With each principle, a brief rationale for its development is presented and practical instructional strategies are indicated.

Category:	**Teaching Methods, Information Technology**
Keywords:	Teaching Methods, Evaluation, Teaching Materials Development, Computers, Information Technology, USA, Workplace, Numeracy
Author:	Charleston, G.M. and Villagomez, L.
Title:	**A Project to Design and Evaluation of the Appropriateness and Effectiveness of Computer Assisted Packages in the Remediation of Basic Skills**
Date:	1989
ISBN/Publisher:	Inst. for the Study of Adult Literacy, Penn. State Univ.

Two evaluation designs for investigating the effect of computer packages in the Job Training & Partnership Act programs. Basic skills addressed were reading, computation, communication, problem solving and analysis. A survey of current knowledge and research in the field is included and a taxonomy of features found in CA packages developed, based on the needs of the target population. This provided the rationale to evaluate the packages.

Category:	**Teaching Methods, Learning**
Keywords:	Learning, Teaching Methods, Teaching Styles, ESOL, Assessment, Measurement
Author:	Conti, Gary J.
Title:	**The Relationship Between Teaching Style and Adult Student Learning**
Date:	1985
ISBN/Publisher:	Adult Education Quarterly, v35, n4, p220-28, Sum 85

A study of relationship between teaching style (measured by Principles of Adult Learning Scale) and student achievement based on teacher assessment involved teachers and students in an adult basic education programme. Though teaching style and achievement are linked, approach in ABE and English as a second language settings differs from more teacher-centred approach in general educational development settings.

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Programme Evaluation, Materials, Learning, Independent Study, Measurement, Motivation, Numeracy
Author:	Cox, J.L. and Lane, C.
Title:	**Evaluation of the Adaptation of the Personalised System of Instruction to Non-traditional Adult Learners. Final Report. Vol I: Executive Summary**
Date:	1981
ISBN/Publisher:	National Inst. of Education (ED), Washington DC Research Triangle Inst., Durham, NC Center for Educational Research and Evaluation

A Personalised System of Instruction (PSI) programme for non-traditional adult learners was developed, implemented and evaluated. The study objective was to determine if further investigation of use of PSI was worthwhile. From a review of literature and practice of PSI and adult learning, conclusions were drawn regarding major factors to consider when developing and implementing a PSI programme for non-traditional adult learners. Suggestions were related to five basic elements of PSI: materials, mastery requirement, self-pacing, peer proctors, and motivational lectures. Two large sub populations of non-traditional adult learners were identified as needing the educational assistance PSI offers - persons needing adult basic education and adults in correctional institutions. Three adult basic education classes of a public continuing education institution were selected for implementation of a PSI program, two other classes served as comparison groups. 25 PSI students mastered 48 language and 69 mathematics units. They showed average gains of almost one grade level in reading comprehension and more than one grade level in arithmetic computation and problem solving. No gains were indicated for comparison students. Areas for research were identified for the five elements of PSI.

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Category:	**Teaching Methods, Learning**
Keywords:	Handbook, Teaching Methods, Learning Processes, Student Characteristics, Student Motivation, Organisational Issues
Author:	Daines, J. and Graham, B.
Title:	**Adult Learning Adult Teaching**
Date:	1992
ISBN/Publisher:	1-85041-022-4 Nottingham Working Papers in Staff Development & Training, Dept of Adult Education, University of Nottingham

Provides some specific and practical suggestions for those involved in the education of adults. Section A is concerned with the characteristics, expectations and motives of adult learners; Section B with preparation, planning and teaching.

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Student Characteristics, Testing, Assessment, Adult-child Comparisons, Learning, Independent Study, Tutors
Author:	Darkenwald G.G.
Title:	**Effective Approaches to Teaching Basic Skills to Adults: A Research Synthesis**
Date:	1986
ISBN/Publisher:	Office of Educational Research and Improvement (ed), Washington DC

Effective teaching in adult basic education is especially complex and difficult due to context specific factors that function synergetically to impede success in teaching and learning. These distinctive attributes include open enrolment, irregular attendance, time on task, student diversity, and teacher characteristics. Research concerned with instructional outcomes shows that effective teaching methods cannot be disentangled from context, purpose, curriculum and other variables. Suggestions for needed research include identifying: (1) errors, strengths and weaknesses that characterise adult readers at different levels, (2) length of time for adults to progress through different reading levels, (3) needed amount of direct instruction, (4) needed amount of independent reading, (5) differences between development of literacy skills in adults and children, and (6) alternatives to conventional diagnostic and assessment tests. Three approaches that characterise contemporary practice in adult literacy education are competency-based adult education, tutorial approaches, and community oriented approaches. Includes a table summarising research on methods and materials, summaries of 5 adult literacy education programmes validated as effective by the Joint Dissemination Review Panel and a 6-page bibliography.

Category:	**Teaching Methods**
Keywords:	Teaching Methods
Author:	Donaldson, M.
Title:	**Sense and Sensibility: Some Thoughts on the Teaching of Literacy**
Date:	1989
ISBN/Publisher:	0-7049-0895-6

Title only.

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Category:	**Teaching Methods, Open Learning**
Keywords:	Computers, Distance Learning, Flexible Learning, Media Materials, Teaching Methods, Learning, Provision, Policy, History, Audio-visual, USA, Open Learning
Author:	Dunning, B.
Title:	**The Coming of the New Distance Educators in the US.** **The Telecommunications Generation Takes Off**
Date:	1990
ISBN/Publisher:	Distance Education v11, n1

Investigates implication of video teleconferencing in American education. Predicts much more widespread use of such technology in the future.

Category:	**Teaching Methods, Learning,**
Keywords:	Teaching Methods, Group Teaching, Staff Development, Training, Organisation, Australia
Author:	Ennis, R.
Title:	**Learning in Small Adult Literacy Groups**
Date:	1990
ISBN/Publisher:	Austr. J. of Adult and Community Education v30, n2, p105-10

Describes the Small Group Learning Methodology Project, funded in Victoria, Australia, under the Adult Literacy Action Campaign. Outlines the context from which group teaching in adult basic education developed, discusses possible learning outcomes and proposes a model for staff development.

■

Category:	**Teaching Methods, Learning**
Keywords:	Teaching Methods, Learning Theories, Cognition, Social/cultural Influences, Attitudes
Author:	Fingeret, H.A.
Title:	**Changing Literacy Instruction: Moving Beyond the Status Quo**
Date:	1990
ISBN/Publisher:	In Chisman, F.P. & Associated Leadership for Literacy (Jossey Bass, San Francisco)

Surveys the state of the art in literacy instruction. Considers learning theories, goals of learning, the expanding role of students and control of the instructional system.

Category: **Teaching Methods**

Keywords: Evaluation,
Reading Instruction,
Teaching Methods

Author: Finlay, J., Over, R. and Cumming, G.

Title: **Instruction for Illiterates: The Initial Teaching Alphabet**

Date: 1981

ISBN/Publisher: Austr. J. of Adult Ed., v21, n1, p15-18

Title only.

■

Category: **Teaching Methods, Information Technology**

Keywords: Teaching Methods,
Computers, Job Skills,
Volunteers, Tutors,
Information Technology

Author: Forlizzi L. and Askov E.N.

Title: **Volunteer Tutors and Computer-Assisted Instruction in Work-Related Basic Skills**

Date: 1989

ISBN/Publisher: Research in Education for Adult Learners,1(1), 5-7

Title only

Category: **Teaching Methods, Information Technology**

Keywords: Teaching Methods,
Assessment, Computers,
Distance Learning,
Information Technology, Tests

Author: French, C. (in J.R. Beech and L. Harding eds)

Title: **Computer-Assisted Assessment**

Date: 1990

ISBN/Publisher: Chapter in Testing People:
A Practical Guide to
Psychometrics,
NFER-Nelson.
0-7005-1255-1/1256-X

An overview of the current state of computer-assisted assessment, and realistic appraisal of its capacities and likely development.

Category:	**Teaching Methods, Learning**
Keywords:	Organisation, Management, Specific Approaches, Programme Evaluation, Teaching Methods, Writing, UK
Author:	Gardner, S.S.
Title:	**Adult Fresh Start and Return to Learning: The Development of Written Language with Adult Fresh Start and Return to Learning Programmes: Report of a Study.**
Date:	1985
ISBN/Publisher:	ILEA Language and Literacy Unit. Occasional Report

Report of a short study on three courses in ILEA adult education institutes: New Horizons, Fresh Start and Return to Study.
Interviews with participants and professionals reveal that improvements need to be made in areas of curriculum development, tutorial work, sociolinguistics, language and meaning, discussion, etc.

Category:	**Teaching Methods, Handbook**
Keywords:	Teaching Methods, Handbook, Student Assessment, UK
Author:	Gittins, R./ALBSU
Title:	**An Introduction to Literacy Teaching**
Date:	1993
ISBN/Publisher:	1-870741-49-8

ALBSU's basic handbook for adult literacy practitioners. After some introductory aspects of literacy and student profiles, the booklet includes sections on assessment and evaluation, practical approaches to teaching, progression and accreditation, and materials and resources.

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Learning Theory, Language Theory, Reading Processes, Teaching Theory, Spelling, Miscue, Linguistics
Author:	Goodman, K.S.
Title:	**Language and Literacy: The Selected Writings of Kenneth S. Goodman**
Date:	1982
ISBN/Publisher:	0-7100-0875-9, 0-7100-9005-6

Vol 1: Process, Theory, Research
An accessible collection of many of Goodman's works. Includes sections on the reading process, miscue analysis and approaches to research.

Vol 2: Reading Language and the Classroom
Teacher presents papers by Goodman on linguistic application, language differences, spelling, testing and general educational issues.

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Job Training, Statistics, USA, Functional Literacy, Student Performance, Evaluation, Learning Support
Author:	Grubb, W. Norton, Kalman, J., Castellano, M., Brown, C. and Bradby, D.
Title:	**Readin', Writin' & 'Rithmetic One More Time: The Role of Remediation in Vocational Education and Job Training Programs**
Date:	1991
ISBN/Publisher:	National Center for Research in Vocational Education, University of California. Available from National Center for Research in Vocational Education, Distribution Service, Western Illinois University, 46 Horrabin Hall, Macamb, Illinois 61455. Toll-free: 800-637-7652.

A large government-funded examination of the degree of coordination between remedial education and job-related skill training. The report looks in detail at evidence on the effectiveness of basic skills remediation programmes in relationship to more general research findings on what sorts of teaching methods are effective. It finds that 'skills and drills' methods are the most common: but also analyses the reasons to doubt their effectiveness.

Category:	**Teaching Methods, Information Technology**
Keywords:	Teaching Methods, Organisation, Specific Approaches, Broadcasting, Media Materials, Policy, Information Technology, UK
Author:	Hargreaves, D.H.
Title:	**Adult Literacy and Broadcasting: The BBC's Experience.**
Date:	1980
ISBN/Publisher:	0-903804-68-9 A Report to the Ford Foundation.

Discusses the uses and limitations of broadcasting as a means of reaching adults, and improving their literacy skills. Gives a detailed account of the BBC's involvement in the UK's Adult Literacy Campaign between 1974 and 1977.

Category:	**Teaching Methods, Open Learning**
Keywords:	Teaching Methods, Organisation, Management, Specific Approaches, Distance Learning, Media Materials, Open Learning, Bibliographies, Europe
Author:	Harry, K. et al
Title:	**The European Experience of the use of Mass Media and Distance Methods for Adult Basic Education. Vol I: Main Report. DERG Papers 3a. Vol II: Appendices, DERG Papers 3b**
Date:	1982
ISBN/Publisher:	Open University Distance Education Research Group, Room Q229 M Block, Walton Hall, Milton Keynes, England MK7 6AA. £6 post paid

Summarises the main findings of a study for the Commission of the European Communities which explored the principal issues involved in the use of mass media and distance education methods for adult basic education in an European context. Vol I introduces and defines the nature of adult basic education, describes the conduct of the studies, identifies important themes and issues in the use of multimedia methods, and ends with recommendations addressed to the commission for action at a community level. A checklist of important points concerning the use of multimedia methods for adult basic education and a 30 page reference list are included. Intended as an initial reference and resource doucment on the use of multimedia materials for adult basic education in Europe, the second volume contains three appendices which provide summaries of the case studies of individual projects; a directory of relevant projects and initiatives in Europe;

and an annotated bibliography which covers documents relating to individual projects and initiatives in the study countries and lists references to documents containing information on national programs for basic adult education

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Category:	**Teaching Methods, Open Learning**
Keywords:	Open Learning, Flexible Learning, Distance Learning, Teaching Methods
Author:	Holmberg, Borje and Ortner, Gerard E. (eds)
Title:	**Research into Distance Education**
Date:	1991
ISBN/Publisher:	Frankfurt am Main/New York

Collection of contributions from the International Symposium on Distance Education in Theory and Practice, which the Institute for Distance Education Research held in September 1990.

■

Category:	**Teaching Methods, Second Language**
Keywords:	Teaching Methods, Reading, ESOL, Second Language
Author:	Hughes, J.
Title:	**Inside Out, Outside In: Which Approach is Best for the Second Language Learner?**
Date:	1986
ISBN/Publisher:	Austr. J. of Reading, v9, n3, p159-166

Reviews research and literature into two approaches to reading development and examination of approaches for adult learners of ESOL.

Category:	**Teaching Methods, Information Technology**
Keywords:	Teaching Methods, Computers, Staff Training, Information Technology, USA, Independent Study, Flexible Learning
Author:	Imel, S.
Title:	**Computer-Assisted Instruction in Adult Literacy Education.** **Practice Application Brief**
Date:	1988
ISBN/Publisher:	Office of Educational Research and Improvement (ED), Washington DC ERIC Clearinghouse on Adult, Career and Vocational Education, Columbus, Ohio

Summarises research findings regarding computer assisted instruction (CAI) and its effectiveness in adult literacy education programs. The following findings are given: CAI is effective for a significant number of adult learners; CAI is effective because it provides the adult learner with flexibility, control, individualisation, privacy and immediate feedback; CAI's effectiveness depends to a great extent upon the instructional staff; under-educated adults have positive attitudes towards computers and are interested in using them in their educational programmes; and CAI effectiveness is limited by the shortage of appropriate software.

The brief then provides guidelines for effective use of CAI in adult literacy instruction. They include familiarising all instructional staff with the CAI aspects of the literacy program; providing sufficient demonstration time and enough individual personal assistance for students to feel comfortable using computers; providing training and in-service opportunities for instructional staff; using only software appropriate for adult learners; not thinking of the computer only as a tool for individual use; providing for flexible scheduling of microcomputer use; not depending on the computer to be the sole source of instructional support; and providing opportunities for students to develop occupational skills through CAI. 13 references.

■

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Group Learning, Organisation, USA, Student Assessment
Author:	Imel, S.
Title:	**Small Groups in Adult Literacy and Basic Education – ERIC Digest No. 130**
Date:	1992
ISBN/Publisher:	Office of Educational Research and Improvement (ED), Washington DC ERIC Clearinghouse on Adult, Career and Vocational Education, Columbus, Ohio

The use of small groups in adult literacy and basic education has been stimulated by a desire to provide a more learner-centred and collaborative learning environment. Another set of factors promoting their use is related to increased use of language experience or whole language as instructional approaches in adult literacy and basic education. Major advantages of the small group approach are as follows: it allows for integration of critical thinking and permits learners to expand their repertoire of learning strategies, breaks down the isolation and provides peer support, enhances learners' self-esteem, and creates a cooperative participative environment. There are three major disadvantages: difficulty in accommodating a wide range of needs and abilities; reconciliation of individuals' needs with the group's needs; negotiation of a learner-centred curriculum; and more preparation time. Effective groups are small, learner centred, experiential, cooperative and participatory. Implementation considerations include selecting and training leaders, assigning learners to groups, choosing materials, and assessing learner progresses. Some resources for further information about the small group approach are listed.
9 references.

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Category:	**Teaching Methods**
Keywords:	UK, Teaching Methods, Learning, Linguistics, Language Theory, Sociolinguistics, Minority Groups, Social/cultural Influences
Author:	Ivanic, R. and Barton, D.
Title:	**The Role of Language Study in Adult Literacy and Practice**
Date:	1988
ISBN/Publisher:	In J. McCaffery and B. Street (eds) Literacy Research in the UK: Adult and school perspectives. Lancaster RAPAL publication. 0-9513407-0-0

Discusses the ways in which the study of language is crucial for adult literacy work, including (1) language as a source of identity, (2) language as a social process, (3) critical linguistics, (4) systematic errors, (5) oral skills and (6) language awareness.

Category:	**Teaching Methods, Open Learning**
Keywords:	Open Learning, Teaching Methods, Learning, Learning Methods, Learning Theories, Learning Support, Distance Learning, Materials
Author:	Jenkins, Janet and Koul, B.N. (eds)
Title:	**Distance Education: A Review**
Date:	
ISBN/Publisher:	

Collection of 15 articles in three sections on distance education: growth and philosophy of distance education; the design of distance teaching materials; and support services. Assumes a small degree of familiarity with theory of distance education.

■

Category:	**Teaching Methods**
Keywords:	Learning Processes, Teaching Methods, Reading, Writing, Student Characteristics, Diagnosis, Student Assessment
Author:	Jones, E.V.
Title:	**Reading Instruction for the Adult Illiterate**
Date:	1981
ISBN/Publisher:	0-8389-0317-7

A framework for language based reading instruction. Part 1 presents a profile of the adult literate. In part 2 chapters cover: the reading process, three phases of the instruction program (using language, word identification and reading to learn), reading diagnosis and assessment and writing in support of reading.

Category:	**Teaching Methods, Information Technology**
Keywords:	Programme Evaluation, Teaching Methods, Computers, Schemes, Broadcasting, Literacy Campaigns, Participation
Author:	Jones, H.A. and Charnley, A.H.
Title:	**Adult Literacy: A Study of its Impact**
Date:	1978
ISBN/Publisher:	

Evaluation of a study to assess the role of broadcasting in a literacy programme: the importance of this and other elements for tutors and different types of learners. Study also explored social benefits of increased literacy and the effectiveness of such a campaign in reaching, holding and teaching students.

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Learning Strategies, Mnemonics, Second Language
Author:	Kaelin, A.M.
Title:	**The Effects of Instruction Using a Mnemonic Graphic Organizer on Vocabulary Acquisition Among Adult English as a Second Language Students**
Date:	1991
ISBN/Publisher:	MA Thesis, California State University, Sacramento

A study investigated the efficacy of the mnemonic graphic organiser strategy on the vocabulary acquisition of beginning and advanced adult English as a Second Language (ESL) students. Subjects, 48 adults enrolled in two adult ESL classes at a metropolitan adult school, were randomly divided into control and experimental groups. The experimental treatment was conducted in 3 45-minute sessions over a period of 1 week. Subjects in the control and experimental groups received the same instruction in the topic material, but subjects in the experimental group used a mnemonic graphic organiser strategy for vocabulary acquisition. Results indicated that the use of graphic organisers across high and low ability groups was as effective in subjects' vocabulary acquisition as the regular classroom technique, and was significantly effective with beginning ESL students over and above the regular classroom instruction. Findings suggest further support for the utilisation of the cloze technique for ESL proficiency testing. 6 tables of data, 6 appendixes containing a description of the steps in constructing and using graphic organisers, student consent form, pre and post-test vocabulary lists for both classes, instructional material on how to use reference material, the graphic organiser used in the study, data from the study, and 92 references.

Category:	**Teaching Methods, Open Learning**
Keywords:	Distance Learning, Flexible Learning, Teaching Methods, Learning, Policy, Open Learning
Author:	Keegan, D.
Title:	**The Foundations of Distance Education**
Date:	1990
ISBN/Publisher:	London: Routledge

Excellent update of work first published in 1988. Covers the concept of distance education, theories of distance education, and evaluation of distance education. Good oversight for both seasoned practioner and beginner.

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Category:	**Teaching Methods, Open Learning**
Keywords:	Open Learning, Distance Learning, Teaching Methods, Flexible Learning, Computers, Australia, Hong Kong
Author:	Kember, D. and Kelly, M.
Title:	**Lessons to be Learned? Parallels Between Australia and Hong Kong in the Development of Distance Education.**
Date:	1991
ISBN/Publisher:	Distance Education v12 n3 p7-26

Comparison shows that Hong Kong's open learning system is developing through similar phases as Australia's but later.

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Teaching Materials, Social/cultural Influences, Germany, Skill Acquisition, Linguistics, Training, Youth
Author:	Kreft, W.
Title:	**Methods and Material in Teaching Adult Literacy in the Federal Republic of Germany**
Date:	1987
ISBN/Publisher:	In Prospects XVII no.2: Illiteracy in Industrialised Countries: Situation and Action, UNESCO, p233-239

Description, analysis and assessment of materials used on German adult literacy courses. Also examines the social status of illiterates, especially young people and considers fundamental elements of methodological research concerning acquisition of reading and writing skills. Focus on linguistic and communicative aspects of learning.

Category:	**Teaching Methods, Open Learning**
Keywords:	Organisation, Management, Programme Evaluation, Schemes, Policy, Teaching Methods, Flexible Learning, Open Learning, UK, Independent Learning, Minority Groups
Author:	Lancashire Industrial Language Training Unit
Title:	**Implementing Learner Autonomy: Independent Learning in Basic Education and Training with Special Reference to the Needs of Ethnic Minority Adults**
Date:	1985
ISBN/Publisher:	Lancashire Industrial Language Training Unit

A 2-year project funded by ALBSU to examine potential approaches and methods for developing independent learning for ethnic minority adults. This report considers these findings and the result of training provision piloted by the Lancashire unit. The report is in three parts: the need for independent learning, implementation of independent learning through a specific training programme, and implementation within the curriculum for education and training. Recommendations made for policy makers, organisers and tutor/trainers.

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Learning Theories, Target Groups, Youth, Learning
Author:	Lee, A.
Title:	**Language and Literacy in Undergraduate Education**
Date:	1991
ISBN/Publisher:	In Teaching English Literacy, Report of the Project of National Significance on the Pre-service Preparation of Teachers for Teaching English Literacy, Vol. 2, p133-39

An outline of language and literacy theory and research followed by a consideration of the implications for teaching and learning in the tertiary sector.

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Category:	**Teaching Methods**
Keywords:	Teaching Methods, Motivation, Phonics, Organisational Issues, Mnemonics
Author:	Lever, L.
Title:	**Working with Beginners**
Date:	1990
ISBN/Publisher:	0260-5104. ALBSU. Newsletter, n39, Autumn 1990

The reading instructor working with adult 'beginners' needs to have an open mind, be willing to be imaginative and adventurous, and think positively. The basic approach requires the instructor to build beginners' confidence; encourage beginners to participate fully, think for themselves, and learn to learn; involve beginners in planning; and provide for social breaks. Since beginners have a great deal to learn, it is well worth spending time and effort on memory aids, such as a reference file; memory joggers; regular review; and building on what has been done before. Some suggestions for review include starting points or using what students already know; language experience; and using signs and notices. Supplemental reading materials that can be used with beginners include short texts from everyday reading and specially written easy readers. Teachers of beginners should consider shared reading if the student selects a too difficult text. Phonics and writing can also be used as reading aids and helps. Much individual support is needed to give beginners a good start, so volunteers should be enlisted to achieve the right balance between support and developing independence.

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Category:	**Teaching Methods, Measurement**
Keywords:	Teaching Methods, Assessment, Profiles, Criterion-referenced Assessment
Author:	Lloyd-Jones, R., Bray, E., Johnson, G. and Currie, R. (eds)
Title:	**Assessment: From Principles to Action**
Date:	1986
ISBN/Publisher:	0-333-38620-5/38621-3. Macmillan

Among the range of books on assessment aimed at teachers, this is one of the least school-oriented, and also draws on a good number of research and evaluation studies. Provides a clear overview of modern techniques and technical terms, and deals with profiles, criterion-referenced assessment and self assessment.

Category	**Teaching Methods**
Keywords	Teaching Materials, Special Needs, Resources, Children
Author	Marshall, M.
Title	**A Right to Read**
Date	1990
ISBN/Publisher	Special Children, n37, p13-14, Mar 90

Briefly reports on a project to promote the development and use of age-appropriate materials for older mentally-handicapped students and adults. This resulted in the compilation of the Read-Easy Directory of reading and related resources.

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Category	**Teaching Methods**
Keywords	Teaching Methods, Andragogy, Theory, Reviews
Author	Martin, L.
Title	**Helping Adults Learn: A Theory of Andragogy**
Date	1986
ISBN/Publisher	Papers of the Association for Recurrent Education. 0-86339 115 X

A review and critical discussion of theories of andragogy – particularly those of Knowles.

Category	**Teaching Methods**
Keywords	Teaching Methods, Reading, Social/cultural Influences, Motivation, Youth
Author	Meek, M.
Title	**Achieving Literacy: Longitudinal Studies of Adolescents Learning to Read**
Date	1983
ISBN/Publisher	0-7100 9463-9

A research report which as a narrative discusses the experience of teachers with adolescent non-readers. Includes central topics of motivation, social and cultural influences, different methods of teaching reading, integrated into detailed case studies.

■

Category	**Teaching Methods, Information Technology**
Keywords	Teaching Methods, Computers, Evaluation, Information Technology
Author	Miller-Parker, D. and Willing, D.C.
Title	**Examination and Evaluation of Large Computer Systems for Use in Adult Basic Education Programs**
Date	1990
ISBN/Publisher	A report produced by Adult Basic Skills Technology Consortium, Washington State Adult Basic Education Center for Program and Staff Development

Five systems identified with potential for use in ABE programmes. Schemes using these systems were visited and the systems examined in depth.

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Handbook, Tutor Skills, Teaching Materials, Learning
Author:	Napper, R. and Batchelor, D.
Title:	**Tutor's Toolkit: An Open Learning Resource for First-time Tutors**
Date:	1989
ISBN/Publisher:	0-86082-865-4 National Extension College

A handbook intended to help new tutors gain skills and confidence. Sections on planning, how adults learn, evaluation of teaching and development.

■

Category:	**Teaching Methods, Information Technology**
Keywords:	Teaching Methods, Computers, Information Technology, Barriers, USA
Author:	Packer, A.H. and Campbell, W.L.
Title:	**Using Computer Technology for Adult Literacy Instruction: Realizing the Potential**
Date:	1990
ISBN/Publisher:	In Chisman, F.P. & associates Leadership for Literacy (Jossey Bass, San Francisco)

Identifies factors that have hindered the use of computers in literacy instruction, including incomplete development and evaluation of products and institutional barriers to investment in technology. Suggests several ways in which literacy instruction can benefit from computer technology.

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Learning, Reading, Student Attitudes, Student Assessment
Author:	Padak, N. D. et al
Title:	**Exploring Reading with Adult Beginning Readers**
Date:	1990
ISBN/Publisher:	Journal of Reading, v34, n1, p26-9, Sept 90

Presents four strategies for exploring beginning adult readers' perceptions about reading and their abilities: giving intake interviews; using the directed Listening-Thinking Activity; analysing adult's retelling; and dictation by the student. Advocates use of Jane Davidson's Holistic Reading and Writing Assessment for Adults to consolidate the assessment information.

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Assessment, Learning Support, Youth, Records of Achievement, Employers, Schools
Author:	Pole, C.J.
Title:	**Assessing and Recording Achievement: Implementing a New Approach in School**
Date:	1993
ISBN/Publisher:	0-335-09960-2. Buckingham UK: Open University Press

Although this volume is based on research in schools, the results may be generalised to any educational or training establishment. The volume deals with the development of Records of Achievement, intended to recognise students' personal development and achievement: and with the pressure to bureaucratise the process. It provides useful recommendations and references on negotiation, profiling, reports for parents and employers.

Category:	**Teaching Methods, Information Technology**
Keywords:	Teaching Methods, Computers, Programme Evaluation, Literacy, Numeracy, Reviews, General, Information Technology
Author:	Rachal, J.R.
Title:	**Computer-Assisted Instruction in Adult Basic and Secondary Education: A Review of the Experimental Literature 1984-92**
Date:	1993
ISBN/Publisher:	Adult Education Quarterly 43.3 p165-72 Spring 1993

Reviews research comparing computer-assisted instruction (CAI) in adult education to traditional methods. All reviewed studies used control (non-CAI) and experimental (CAI) groups, and most examined differences in reading, maths and other areas for statistical significance. Of 12 studies, 6 indicated no statistically significant differences, two had mixed results, one had a significance favourable to CAI, one had significance favourable to traditional methods, and two failed to report statistical significance.

Category:	**Teaching Methods, Learning**
Keywords:	Teaching Methods, Teaching Theory, Learning Theory
Author:	Rogers, A.
Title:	**Teaching Adults**
Date:	1986
ISBN/Publisher:	0-335-15234-1

A classic text for teachers of adults. Covers the basic principles of learning and teaching with an emphasis towards the practice of teaching through a greater understanding of what this is.

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Evaluation, Independent Study, Whole Language Approach, Andragogy
Author:	Roskos, K.
Title:	**A Naturalistic Study of the Ecological Differences Between Whole Language and Traditional Individualised Literacy Instruction in ABE Settings**
Date:	1990
ISBN/Publisher:	

Details a study of six ABE classrooms. Findings revealed substantive differences between the two modes of instruction. Suggests that whole language oriented instruction is more andragogical, more supportive of higher order thinking with print and a more compelling form of literacy acquisition for adult learners. Implications for policy and practice are discussed.

Category	**Teaching Methods, Open Learning**
Keywords	Teaching Methods, Materials Development, Open Learning, Flexible Learning, Independent Learning, Distance Learning, Student Assessment, Readability
Author	Rowntree, D.
Title	**Teaching Through Self-Instruction: How to Develop Open Learning Materials**
Date	1990
ISBN/Publisher	0-89397-356-4. Kogan Page/Nichols

To help in the production of effective materials for open and distance learning. Covers all stages from identifying needs and expectations of learners, planning lessons and materials (including measuring readability, writing plainly, use of other media) to assessment and evaluation.

Category	**Teaching Methods**
Keywords	Teaching Methods, Learning, Reading Processes, Psychology, Teaching theory, Schema theory, Dual coding theory
Author	Sadoski, M., Pavio, A. and Goetz, E.T.
Title	**A Critique of Schema Theory in Reading and a Dual Coding Alternative**
Date	1991
ISBN/Publisher	Reading Research Quarterly 26, p463-484

Good sources of references for work on theories guiding reading research. Concentrates particularly on reviewing the development of and criticising schema theory and proposing dual coding theory as an alternative conceptual framework. Also includes a useful assessment of additional models and theories in the field.

Category:	**Teaching Methods**
Keywords:	Teaching Methods, Reading, Whole Language Approach, ESOL, Learning, Assessment, Family Literacy, Decoding, Children
Author:	Samuels, S.J. and Farstrup, A.E. (eds)
Title:	**What Research has to say about Reading Instruction. 2nd edition**
Date:	1992
ISBN/Publisher:	0-87207-495-1 $16.00 International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139. Book No. 495

Maintaining the balance between theory and application of the 1978 edition, this book's second edition keeps up with changes in the reading curriculum by adding chapters on text structure, metacognition, and home background not found in the first edition. Chapter titles are (1) 'The role of research in reading instruction' (Wayne Otto); (2) 'Home and school together: helping beginning readers succeed' (Lloyd O. Ollila and Margie I. Mayfield); (3) 'Whole Language Research: Foundations and Development' (Kenneth S. Goodman); (4) 'Assessing Literacy: from standardised tests to portfolios and performances' (Elfrieda H. Hiebert and Robert C. Calfee); (5) 'The role of decoding in learning to read' (Isabel L. Beck and Connie Juel); (6) 'Reading fluency: techniques for making decoding automatic' (S. Jay Samuels, Nancy Schermer and David Reinking); (7) 'Developing expertise in reading comprehension' (P. David Pearson, Laura R. Roehler, Janice A. Dole, and Gerard G. Duffy); (8) 'Improving reading instruction in the content areas' (Stephen Simonsen and Harry Singer); (9) 'Text structure, Comprehension, and Recall' (Barbara M. Taylor); (10) 'Metacognition and self-monitoring strategies' (Ruth Garner); (11) 'Teaching the disabled or below-average reader' (Jeanne S. Chall and Mary Ed. Curtis); (12) 'Reading and the ESL student' (Joanne R. Nurss and Ruth A. Hough); and (13) 'Teaching adults to read' (Thomas G. Sticht and Barbara A. McDonald)

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Category:	**Teaching Methods, Information Technology**
Keywords:	Learning Strategies, Teaching Methods, Reading Skills, Computers, Information Technology
Author:	Shaw, S.
Title:	**The Reading Disc: Learning to Read Using Interactive CD**
Date:	1991
ISBN/Publisher:	Educational and Training Technology International v28 n4 p316-320, Nov 91

Records some of the main results of a project to develop and pilot an interactive CD-ROM XA to help adults learn to read. The author suggests that a successful integration of technological and pedagogic perspectives is needed in order to harness and direct the power of multi-media to create tools which develop and extend people's ability to learn.

Category:	**Teaching Methods, Information Technology**
Keywords:	Teaching Methods, Open Learning, Distance Learning, USA, Armed Forces, Audio-visual, Information Technology
Author:	Simpson, H., Pugh, H.L. and Parchman, S.
Title:	**An Experimental Two-way Video Teletraining System: Design, Development and Evaluation**
Date:	1991
ISBN/Publisher:	Distance Education v12 n2

Research paper describing the design, development and evaluation of an experimental two-way video teletraining (VTT) system. Findings were that video-mediated students scored comparable performance and attitudes to those in originating classrooms. (For US Navy training schemes).

■

Category:	**Teaching Methods, Open Learning**
Keywords:	Teaching Methods, Materials Development, Handbook, Computers, Open Learning, Independent Study
Author:	Smith, Glenys
Title:	**Making and Adapting Open Learning Materials**
Date:	1989
ISBN/Publisher:	ALBSU

This guide offers suggestions for developing learning materials for self-instruction by adults. It is based on methods in the Bristol (England) Open Learning Centre. The guide covers the following topics: (1) using open (self-instructional) materials with basic education students; (2) supplying support for instructional materials; (3) creating and using study guides; (4) helping students unable to read a study guide by creating tapes; (5) making materials accessible; (6) using computers for self-instruction; (7) using word processing to teach literacy skills; and (8) using concept keyboards. *A four-step process for writing a study guide is included.*

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Category:	**Teaching Methods**
Keywords:	Teaching Methods, Visual Literacy, Learning, Vocational Education, Workplace
Author:	Sofo, F.
Title:	**A Different Approach to Literacy: Graphics**
Date:	1985
ISBN/Publisher:	Austr. J. of Adult Ed. v25 n2 p27-34

Various approaches to graphic literacy are reviewed in relation to vocational education. An overview is then presented of the Developmental Model of Literacy (Sticht et al, 1974) and a study conducted by Sofo (1984) on graphic literacy in the workplace. This study demonstrates that adolescents with the poorest reading comprehension ability benefited more from illustrations, tables, charts, figures and graphs than did able readers.

Category:	**Teaching Methods**
Keywords:	Teaching Methods
Author:	Sommer, R.F.
Title:	**Teaching Writing to Adults – Strategies and Concepts for Improving Learner Performance**
Date:	
ISBN/Publisher:	

Title only

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Category:	**Teaching Methods**
Keywords:	Teaching Methods, Andragogy Theory
Author:	The Nottingham Andragogy Group
Title:	**Towards a Developmental Theory of Andragogy**
Date:	1983
ISBN/Publisher:	0-902031-880

A small monograph which presents a theory of andragogy. Section 1 deals with adult development and tentative models of developmental potential. Section 2 provides annotation of sources for various categories of theory and research. Section 3 proposes the model and theory of andragogy.

Category:	**Teaching Methods, Open Learning**
Keywords:	Teaching Materials, Teaching Methods, Open Learning, Flexible Learning, Mathematics, Spelling
Author:	Thompson, Alison
Title:	**Organising Resources in Open Learning**
Date:	1992
ISBN/Publisher:	ALBSU Newsletter, n44, Winter 92

A system was developed in the Open Learning Centres to make resources and instructional materials available to adult basic education students. The materials were organised so that information could be provided to students to help them make choices among the items. Initially, a colour coding system was devised, but it was found that it was not useful. The project sought a system that would enable students to find quickly exactly what was wanted, be easy to understand, offer a realistic choice of resources, give an indication of levels, indicate probable outcomes, be linked to accreditation levels, be capable of being added to or amended by anyone, invite comments from users, and suggest rather than stipulate. As a result, study guides were developed for mathematics and spelling. The guides are displayed on a revolving stand holding instructional materials that suggest items to use. The guides have made it easier for students to be involved in the choice of appropriate resources, and the student can survey all that is available before starting to work.

Category:	**Teaching Methods, Family Literacy**
Keywords:	Teaching Methods, Family Literacy, Learning, Specific Approaches, Paired Reading
Author:	Topping, K.J. and Lindsay, G.A.
Title:	**The Structure and Developments of Paired Reading Techniques**
Date:	1986
ISBN/Publisher:	Journal of Research in Reading 1992 v15, p120-136

Paired reading is a procedure for teaching of reading by non-professionals. The paper described historical antecedents of the technique and the context of relevant theory and research in explaining how and why it works.

■

Category:	**Teaching Methods, Information Technology**
Keywords:	Teaching Methods, Computers, Reviews, Family Literacy, Workplace, Information Technology
Author:	Turner, T.C.
Title:	**Literacy and Machines: An Overview of the Use of Technology in Adult Literacy Programs**
Date:	1993
ISBN/Publisher:	NCAL, Univ. of Penn. TR93-3

Research and development in the field of literacy and technology, review of historical uses and a summary of current applications including community-bound programmes, family literacy, workplace literacy and ABE. Issues and future projections for the development of technology are presented.

Category:	**Teaching Methods, Information Technology**
Keywords:	Computers, Instruction, Teaching Methods, Information Technology
Author:	Turner, T.C.
Title:	**Using the Computer for Adult Literacy Instruction**
Date:	1988
ISBN/Publisher:	Journal of Reading 31, p643-647

Short review of literature on computers in adult literacy instruction.

Category	**Teaching Methods**
Keywords	Teaching Methods, Reading, Tests
Author	Valaitis, Mirga
Title	**Teaching Critical Reading in the Content Areas – Techniques.**
Date	1988
ISBN/Publisher	Lifelong Learning, v11, n7, p28-30, May 1988

The new General Educational Development test demands that students read critically. Teaching critical reading presents a twofold challenge to teachers. First, they must help students expand their knowledge in content areas. They must also teach students the skills involved in reading critically. Because the skills entailed in critical reading are not skills that a teacher can demonstrate, the method of providing learning activities once reading has been completed is not appropriate. One effective method of teaching critical reading is that developed by Harold Herber. Supported by more than 20 years of research, the method emphasises preparation for and guidance during reading rather than post-reading activities. During the preparation stage, the teacher prepares students to receive new information. This serves to motivate students and provide them with a frame of reference into which to receive ideas. Then, during guided reading, students learn to use the processes necessary to obtain meaning from what they read by participating in a simulation of the reading process. Students use a teacher-prepared reading guide that consists of literal and critical statements for students to verify or dispute as they read. Students work in groups of three to five, and teachers check the students' work. Unlike traditional methods of reading instruction in which most discussion takes place after the material has been read, here the discussion takes place before reading and before they have encountered difficulty in comprehending.

Category	**Teaching Methods**
Keywords	Social/cultural Influences, Australia, Whole Language Approach, Target Groups, Teaching Methods, Second Language Learning, Aborigines
Author	Walton, C.
Title	**Literacy in Aboriginal Contexts: Re-examining Pedagogy**
Date	1992
ISBN/Publisher	Discourse, v12, n2, p39-40. Special Issue: Australian discourses on literacy

Title only

7. LEARNING

There is considerable debate over the degree to which adults' and children's learning differs. In the past, although teachers have modified materials and approaches to fit students' needs, this has been done on a rather ad hoc basis, drawing on their own and others' immediate experiences. They have had little basis in research specifically with adults. Indeed, traditionally adult basic skills training has tended to treat adult learning as a continuum of children's learning.

This fails to acknowledge considerable debate over adult-child differences. Many researchers would argue with Ivanic that children's and adults' learning should be treated as two quite separate things. Knowles, in particular, has been developing a theory of andragogy, which examines adult learning without reference to children's learning (see also Savicevic). Rogers' book is a classic text on adults learning. Some authors (e.g. Sticht) are convinced that extrapolation from children's learning had often led to inappropriate programme development.

Nonetheless, other researchers emphasise continuities and commonalities, especially in the processes by which meaning is assigned. They feel that there are overlaps, common processes, and useful lessons to be learned from child-based research. Chall provides a useful overview of reading development in adults and children. The article by Mudd is a (rather rare) example of direct adult-child research comparisons, and indicates that the two use similar strategies. In the short term, the overwhelming bulk of available research will remain child-based, and consequently selected examples with apparent adult relevance are included here (comprehensive coverage of the relevant psychological literature on learning would require another full bibliography).

The constructivist approach to understanding thinking and learning is currently very important in educational research, and helps illuminate both ways in which adults and children will differ and ways in which underlying processes may be similar. This perspective emphasises that people are active in the way they think and learn. They bring their own ideas, theories, and past experiences and knowledge to situations and construct meanings accordingly. Yates and Chandler provide a good overview of the 'cognitive psychology of knowledge' and its implications, and explain both the idea of schemata, which people use to structure experience, and how 'active' learning can have negative as well as positive consequences. Kirby, similarly, discusses how psychological theory can help explain learning and the implications for a teacher. (A good concrete illustration of the way in which people's prior conceptions and theories can affect learning is provided by O'Brien in Taylor & Draper eds – see **General** section. She emphasises that adults will have far more prior experiences and already formulated ideas. The argument is that they differ from children so far that a difference in degree becomes one in kind). Smith traces the link between thought and intention on the one hand and both reading and writing on the other, drawing on psycholinguistics as well as psychology. Parry discusses recent work on the strategies used by readers and the way these are affected by the readers' own culture and environment.

Detailed studies of the process of learning to read and of reading comprehension emphasise the difference between reading as 'translation' and reading with attention to meaning, in which print and language-based strategies are integrated (Resnick & Weaver; Norman and Malicky). This distinction, which also reflects intellectual progression, is echoed in work on learning mathematics, included in the **Numeracy** section rather than here. Research on learning and application of numeracy or mathematical skills also emphasises the distinction between skills and understanding. It relates effective learning strategies to the active development by the learner of general schemata which enhance the transfer of skills to new situations (Strasser et al, Scribner, Rogoff and Lave, Lave et al, Wolf, Kelson and Silver in **Numeracy**).

Early childhood reading specialists generally endorse the use of a range of teaching approaches. Use of phonics has become a politicised issue, because attacks on reading standards have associated evidence of decline in children's reading levels with declining use of phonics. However there is also highly detailed and neurologically-related work going on into the learning and use of phonemes. There is almost no such research which focuses on adults but teachers of adults may nonetheless find this research of value, especially where it relates to learning disabilities and dyslexia.

As with other areas, most of the work on dyslexia has been carried out with children (see Pumfrey and Reason, Miles; but also McLoughlin et al on adults). Venezky and Kavanagh draw together work on dyslexia, orthography and reading which has direct relevance to adults; the US Office of Special Education has published a useful handbook designed expressly to help teachers of adults to determine whether learning problems derive from a lack of previous instruction or are related to identifiable learning disabilities.

Many of the entries included elsewhere in this bibliography have reflected growing awareness of the influence of social and cultural contexts (see especially **Social-Cultural Influences** and **Family Literacy**). The same emphasis is apparent in recent work on learning (see e.g. Ellis, Rodgers). There is also exploration of the learners' own need to recognise and react to differing contexts, in particular in work on genre. The collection edited by Downing and Noonan draws together work on the linguistics of literacy (including differences between genres) while the collection edited by Reid focuses on relationships between genre and language learning, and explores the way learners read and address texts. Both have implications for adult learners.

Category	**Learning**
Keywords	Learning Processes, Reading, Comprehension, Adult-child Comparisons
Author	Abramovici, S.
Title	**Ideational Prominence and Reading Comprehension of Expository Prose: A Partial Replication**
Date	1990
ISBN/Publisher	J. of Research into Reading v13 n1 p3-17 Feb 90

Investigates the 'levels effect' (ability to remember important text elements more than less important elements). Suggests that there were differences between adults and children in the extent to which they engaged in the type of processing that resulted in levels effects, but also that texts differed in the degree to which they induced this type of processing.

■

Category	**Learning, Learning Difficulties**
Keywords	Dyslexia, Reading, Psychology, Reading Failure
Author	Bowers, P.G. and Wolf, M.
Title	**Theoretical Links Among Naming Speed, Precise Timing Mechanisms and Orthographic Skill in Dyslexia**
Date	1993
ISBN/Publisher	Reading and Writing v5(1) p69-85

Discusses the relationship between developmental dyslexia and slow symbol naming speed. The interactive development of orthographic and phonological codes is described, as are the methodological problems that may have led to an underestimation of the importance of individual differences in orthographic processing. It is suggested that symbol naming speed, which contributes variance to reading independently of phonological awareness, may reflect precise timing mechanisms necessary to the development of orthographic codes and to their integration with phonological codes. An understanding of this precise timing dimension is necessary in models of phonological, orthographic and semantic processes in reading acquisition and reading failure.

■

Category	**Learning/Learning Difficulties**
Keywords	Learning Disabilities, Dyslexia
Author	Bryant, P.E. and Impey, L.
Title	**The Similarities Between Normal Readers and Developmental and Acquired Dyslexia**
Date	1986
ISBN/Publisher	Cognition 24, p121-37

Title only.

Category:	**Learning**
Keywords:	Learning Processes, Reading Processes, Tests, Teaching, Reading, Australia
Author:	Burne, S.D., French, H. and Moore, F. (eds)
Title:	**Literacy Strategies and Perspectives**
Date:	1985
ISBN/Publisher:	Proceedings of Australian Reading Association National Conference. 0949512087: Australian Reading Association, PO Box 78, Carlton, S. Vic. 3053.

Includes:

- Adolescent literacy: do they want it? Do they need it?
- Standards of literacy in Australia.

◆

Category:	**Learning,** **Learning Difficulties**
Keywords:	Learning Difficulties, Reading Difficulties, Phonics, Decoding, Australia
Author:	Byrne, B. and Ledez, J.
Title:	**Phonological Awareness in Reading Disabled Adults**
Date:	1983
ISBN/Publisher:	Austr. J. of Psychology v35, n2, p185-97

Title only.

Category:	**Learning**
Keywords:	Learning Theory, Reading Failure, Teaching Methods, Psychology, Learning Processes
Author:	Cambourne, B.
Title:	**Beyond the Deficit Theory: A 1990s Perspective on Literacy Failure**
Date:	1990
ISBN/Publisher:	Austr. J. of Reading v13, n4, p289-99 (Focus issue: Perspectives on Literacy)

Argues that the deficit theory of literacy failure is inconsistent with what is now known about human learning.

◆

Category:	**Learning**
Keywords:	Learning, Disabilities, Dyslexia, Reading Skills, Adult-child Comparisons
Author:	Chall, J.S.
Title:	**Reading Development in Adults**
Date:	1987
ISBN/Publisher:	Annals of Dyslexia v37 p240-51

The development of reading ability among adults is compared with that of children. Discussed are the characteristics of adults at each developmental level, instruction for skill enhancement, difficulties experienced at various levels, a historical overview of literacy needs and standards, and the growing recognition of dyslexia in adults.

Category:	**Learning**
Keywords:	Linguistics, Psychosocial Factors, Learning, Writing, Oral Skills, Phonemes
Author:	Downing, P., Lima, S.D. and Noonan, M. (eds)
Title:	**The Linguistics of Literacy**
Date:	1992
ISBN/Publisher:	90-272-2904-X

Collection of 16 research papers containing a discussion of: the linguistic differences between written and spoken genres; the relationship between orthographic systems and phonology; the psychology of orthography. Concludes with a summary paper which looks at the social and psychological consequences of literacy.

■

Category:	**Learning, Second Language Teaching**
Keywords:	Learning, Second Language, Linguistics, Classroom Management, Language Theory, Teaching Methods
Author:	Ellis, R.
Title:	**Second Language Acquisition and Language Pedagogy**
Date:	
ISBN/Publisher:	

An overall review of research in the field of second language acquisition that attempts to apply theory to pedagogical practice. Context is discussed, and classroom and naturalistic contexts are compared. Pedagogic styles are reviewed from the point of view of teacher and learner. Author argues for a pedagogy that involves both indirect and direct interventions and both formal and informal teaching.

Category:	**Learning, Second Language Teaching**
Keywords:	Learning, Second Language, Research Methods, Linguistics, Language Theory, Social/cultural Influences
Author:	Ellis, R. (ed)
Title:	**Second Language Acquisition in Context**
Date:	1987
ISBN/Publisher:	

Collection of innovative research on the relationship between social context and the acquisition of a second language. Both linguistic and situational context are covered, in research that focusses on the classroom situation.

A section on pedagogy discusses the implementation of SLA research in the classroom with regard to linguistic context; variability of acquisition and testing.

Category: **Learning**

Keywords: Learning, Writing Skills, Writing Processes, Adult-child Comparisons

Author: Fagan, W.T.

Title: **A Comparison of the Writing Behaviours of Low-literate Adults, Grade 9 and Grade 6 Students**

Date: 1990

ISBN/Publisher: Australian J. of Adult and Continuing Education v30 n2 p76-83

The study showed that while writing behaviour of the adults was more like that of grade 6 students than grade 9, there were more differences than similarities. It cannot be concluded that similar products are attained in similar ways: the adult writers tended to be less efficient.

■

Category: **Learning**

Keywords: Learning, Phonemes, Reading Processes, Spelling, Children, Schools, Psychology

Author: Goswami, U. and Bryant, P.

Title: **Phonological Skills and Learning to Read**

Date: 1990

ISBN/Publisher: 0-86377-151-3 (Lawrence Erlbaum Associates)

This book is about developmental psychology and research on how children learn to read. However, it provides an excellent discussion of how phonological skills and reading are linked, and how children's awareness of sounds is linked to progress in reading and spelling. The authors discuss the clear practical implications of this work for classroom use. Some indications of relevance for adult teaching may be found in the section on illiterate people.

Category: **Learning, Learning Difficulties**

Keywords: Learning, Learning Difficulties, Dyslexia, Teaching Methods

Author: Hill, L.E.

Title: **Dyslexia – Is It Catching?**

Date: 1991

ISBN/Publisher: English in Education v25 n1 p28-38, Spring 91

Explores a number of issues surrounding dyslexia in an adult context. Highlights some of the implications of labelling people as dyslexic and examines ways in which dyslexia is diagnosed and looks at possible cures.

■

Category: **Learning**

Keywords: Learning Processes, Reading Comprehension, Teaching Methods, Psychology

Author: Kirby, J.R.

Title: **Reading to Learn: Toward an Applied Psychology of Reading Comprehension**

Date: 1991

ISBN/Publisher: In Teaching for Learning: The View from Cognitive Psychology, J.B. Biggs (ed), p103-125. Hawthorn Vic., Austr. Council for Ed. Research.

Discusses the extent to which psychology provides a theoretical understanding of how reading comprehension actually functions. Distinguishes between learning to read, not learning to read, and learning from reading. Discusses implications for learning and teaching.

Category	**Learning**
Keywords	Learning, Adult-child Comparisons, Andragogy, Teaching Methods
Author	Knowles, Malcolm S.
Title	**The Adult Learner: A Neglected Species**
Date	1990
ISBN/Publisher	0-87201-0740 Houston: Gulf Publishing

Advances a theory of adult learning – andragogy. Emphasises that an adult brings to a learning situation motivations, goals, expectations and experiences that are totally different from a child's. Teaching methods must reflect these differences. Argues that adults differ from children in self-directedness, and that, with adult learners, it is important to utilise their experience, and recognise their problem-centred orientation to learning.

■

Category	**Learning**
Keywords	Learning Processes, Transfer, Target Groups, Learning Disabilities, Psychology, Australia
Author	Lawson, M.
Title	**General and Specific Influences on the Extension of Learning: Some Suggestions from Recent Cognitive Psychology**
Date	1991
ISBN/Publisher	Austr. J. of Special Ed., 14[15], 2, 34-6

Title only

Category	**Learning**
Keywords	Learning, Dyslexia, Diagnosis, Student Assessment, Staff Training
Author	McLoughlin, D., Fitzgibbon and Young
Title	**The Adult Dyslexic: Assessment, Counselling and Training**
Date	1993
ISBN/Publisher	London: Whurr Publishers

Title only

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Category	**Learning**
Keywords	Learning, Dyxlexia, Teaching Methods, Young People
Author	Miles, T.R.
Title	**Understanding Dyslexia**
Date	1986
ISBN/Publisher	0-904-700-47X (Bath: Better Books)

A standard text on dyslexia, discussing causes, recognition of dyslexia, and teaching implications – method and organisation. Uses case studies, including some for adolescents/young people.

Category	**Learning**
Keywords	Learning, Numeracy, Dyslexia, Children, Teaching Methods, Diagnosis, Cognitive Processes
Author	Miles, T.R. and Miles, E.
Title	**Dyslexia and Mathematics**
Date	1992
ISBN/Publisher	0-415-06480-5 (Routledge)

Discusses approaches to helping dyslexics cope with the symbols of mathematics. Emphasises need to carry out operations before being introduced to symbols, and to help dyslexics find regularities and patterns. Child and school oriented, but many findings and hints may generalise to adult dyslexics.

■

Category	**Learning**
Keywords	Learning Strategies, Reading, Tests, Miscue, Adult-child Comparisons
Author	Mudd, N.
Title	**Strategies Used in the Early Stages of Learning to Read: A Comparison of Children and Adults**
Date	1987
ISBN/Publisher	Educational Research v29 n2 p83-94 Jun 87

A study of 72 adult beginning readers and 96 children with reading ages between 7 years and 7 yrs 11 months compared the reading strategies used by each group. Results indicate general strategies used by adult beginning readers were similar to those used by children.

Category	**Learning**
Keywords	Learning, Statistics, Workplace, Social/cultural Influences, Psychology, Numeracy
Author	Nisbett, R.E., Krantz, D.M., Jepson, C. and Konda, Z.
Title	**The Use of Statistical Heuristics in Everyday Inductive Reasoning**
Date	1983
ISBN/Publisher	Psychological Review 90(4) p339-363

In everyday reasoning, people use statistical heuristics (judgemental tools that are rough intuitive equivalents of statistical principles). Use of statistical heuristics is more likely when

(1) sampling is clear,

(2) the role of chance is clear,

(3) statistical reasoning is normative for the event, or

(4) the subject has had training in statistics.

■

Category	**Learning**
Keywords	Learning Processes, Teaching Methods, Reading Strategies
Author	Norman, C.A. and Malicky, G.
Title	**States in the Reading Development of Adults**
Date	1987
ISBN/Publisher	Journal of Reading v30 n4 p302-07 Jan 87

Determined the strategies adults used as they read. Results revealed two stages of reading development: 1. a reliance equally on print and language based strategies with no integration of the two, and 2. increased ability to use language knowledge to integrate and predict as they read.

Category:	**Learning, Learning Difficulties**
Keywords:	Learning Disabilities, Reading Processes, Writing, Bibliographies, USA
Author:	Office of Educational Research and Improvement
Title:	**Adult Literacy – Special Collection Number 2.**
Date:	1991
ISBN/Publisher:	ERIC Clearinghouse on Reading and Communication Skills, Indiana Univ., 2805 E. 10th St., Suite 150, Bloomington IN 47408-2698. ($5.95, $2.00 p&p)

This ERIC/RCS Special Collection contains two ERIC Digests (brief syntheses of the research on a specific topic in contemporary education) and nine FAST Bibs (Focused Access to Selected Topics – annotated bibliographies with selected entries from the ERIC database), providing up to date information in an accessible format. The collection focuses on literacy (reading and writing, as well as other kinds of literacy) in adults (both college students and out-of-school adults). The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), information on requesting a computer search, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached.

Category:	**Learning, Learning Difficulties**
Keywords:	Learning, Special Needs, Reading, Teaching Methods, USA
Author:	Office of Special Education and Rehabilitative Services, Washington/Stewart, A.C. and Lillie, P.
Title:	**A Learning Disabilities Digest for Literacy Providers**
Date:	1991
ISBN/Publisher:	Available from Learning Disabilities Association of America, 4156 Library Road, Pittsburg, PA15234 ($2.25)

The purpose of this booklet is to provide literacy instructors and tutors with information on adults with learning disabilities and their needs within literacy programmes. It defines learning disabilities and describes characteristics of adults with learning disabilities, emphasising that, for tutors, the issue is how to determine whether the problems demonstrated by the student come from a lack of instruction or from identifiable learning disabilities. Types of assessment are discussed, including formal assessments, school records, informal assessments, and determination of learning strengths and needs. Learning styles or preferences are noted, along with their assessment. Tips on instructional accommodations are listed, including general techniques and techniques that capitalise on visual strengths, auditory strengths, and kinesthetic and tactile strengths. A list of resources, including print materials, videos, and organisations and agencies, is provided. Appendices contain the Academic Assessment Instrument for Literacy Students and a list of common approaches to teaching reading in literacy programmes.

Category:	**Learning**
Keywords:	Learning Processes, Learning Theory, Psychology, Cognitive Processes
Author:	Osborne, J.
Title:	**How Adults Learn**
Date:	1987
ISBN/Publisher:	ACT Papers in Technical and Further Education 95-98

Theories of the learning processes and interaction with a variety of cognitive activities and environmental factors. The holistic nature of the process is acknowledged.

■

Category:	**Learning**
Keywords:	Learning, Dyslexia, Teaching Methods, Children, Special Needs, Psychology
Author:	Pavlidis, G.Th. and Miles, T.R.
Title:	**Dyslexia Research and its Applications to Education**
Date:	1981
ISBN/Publisher:	0-471-27841-6 (John Wiley)

Brings together papers on a number of aspects of dyslexia research, including neurological aspects, encoding evidence, sequencing and eye movements. The final two chapters (by Miles and Naidoo) look at teaching implications. Both are child-oriented but with implications for adults, e.g. Naidoo's discussion of methods of reading for meaning.

Category:	**Learning**
Keywords:	Reading Strategies, Learning Reviews, Social/cultural Influences, Second Language
Author:	Parry, K.
Title:	**The Social Construction of Reading Strategies: New Directions for Research**
Date:	1993
ISBN/Publisher:	Journal of Research in Reading – 16(2) p148-158

In recent decades reading research has moved from predominantly quantitative work to more qualitative studies in which individual readers are observed in interaction with texts. Considerable differences have been found in the strategies employed by these readers, especially by those of different social and cultural backgrounds. These diverse strategies can be partly attributed to the different processes by which people learn to read and through the different ways in which they see written texts used in their own social environments; the contrasting situations and strategies of Japanese and Nigerian readers are used to illustrate the point. If teachers are to deal effectively with readers of various cultural backgrounds – as they must do in ESL and EFL classes – they need to know more about such contrasts; more work is therefore needed on the relationship between the literacy practices of cultural communities and the reading strategies of particular individuals.

Category	**Learning, Learning Difficulties**
Keywords	Learning Disabilities, Dyslexia, National Surveys, Policy, Children, Psychology
Author	Pumfrey, P.D. and Reason, R.
Title	**Specific Learning Difficulties (Dyslexia): Challenges and Responses**
Date	1991
ISBN/Publisher	0-415-06470-8

A national enquiry which brings together research about educational, psychological and medical aspects of specific learning difficulties (dyslexia). Areas covered include: emotional and social factors, early language development, cognitive aspects, phonological difficulties, neurology, opthalmology and pharmaceutics. The authors make recommendations concerning policies and practices for identification, intervention and alleviation.

Mainly child based, but some reference to adults.

Good source of reference for further information on the subject.

Category	**Learning**
Keywords	Learning Processes, Sociolinguistics, Reviews, General, Theory, Social/cultural Influences, Australia
Author	Reid, I. (ed.)
Title	**The Place of Genre in Learning: Current Debates**
Date	1987
ISBN/Publisher	0-730002470

Contributions by key Australian academics on the relationship between genre and language learning, particularly on how texts with particular generic features (forms of address, etc.) are read by learners. In particular the question of whether classroom teachers should seek to reinforce clear generic distinctions between types of text is addressed. The collected essays display disagreement on this theme, and on related matters of linguistic theory.

Category:	**Learning**
Keywords:	Definitions, Literacy Programmes, Reading, Learning, Children
Author:	Resnick, Lauren B. and Weaver, Phyllis A. (eds.)
Title:	**Theory and Practice of Early Reading**
Date:	1979
ISBN/Publisher:	

Collection of 15 research papers on early reading. Focus is on children, but broader theoretical implications on the nature of reading and literacy are addressed. Concluding chapter by Resnick summarises two views of reading: reading as translation and reading as autonomous language process. Such views have policy implications. The translation view suggests that teachers must focus on the alphabet. The 'autonomous language' view directs attention to the functional and meaningful use of written language. The latter view is neglected in teaching programmes.

Category:	**Learning**
Keywords:	Learning, Reading Ability, Cohort Studies, Student Characteristics, National Surveys, Social/cultural Influences, Family Influence, Student Attainment, UK
Author:	Rodgers, B.
Title:	**Change in the Reading Attainment of Adults – A Longitudinal Study**
Date:	1986
ISBN/Publisher:	Brit. J. of Developmental Psychology v4, n1, p1-17, Mar 86

Longitudinal studies of cognitive behaviour are reviewed and the results of the Medical Research Council's National Survey of Health and Development (the 1946 British birth cohort study) are reported. A substantial improvement in reading attainment between the ages of 15 and 26 is shown in the sample of 3238 people given the Watts Vernon (WV) reading test. The development during this period is shown to be influenced by events and circumstances including further education, employment, health and family background.

Category:	**Learning**
Keywords:	Learning Theory, Learning Strategies, Student Characteristics, Teaching Methods
Author:	Rogers, J.
Title:	**Adults Learning**
Date:	1971/1977/1989
ISBN/Publisher:	0-335-09215-2

A classic text on teaching adult learners. The first chapters describe adult student characteristics and behaviour. The second half of the book looks at the advantage and disadvantages of particular teaching strategies.

■

Category:	**Learning**
Keywords:	Learning, Andragogy, Germany, France, Netherlands, UK, Finland, Soviet Union, Czechoslovakia, Poland, Hungary, Yugoslavia
Author:	Savicevic, D.M.
Title:	**Modern Conceptions of Andragogy: A European Framework**
Date:	1991
ISBN/Publisher:	Studies in the Education of Adults 23.2 p179-201

Traces the roots of andragogy and the development of the relevant concepts in Europe with particular reference to Germany, France, Netherlands, UK, Finland, Soviet Union, Czechoslovakia, Poland, Hungary and Yugoslavia.

Category:	**Learning**
Keywords:	Language Skills, Reading Skills, Learning Processes, Children
Author:	Smith, F.
Title:	**Reading**
Date:	1978
ISBN/Publisher:	0-521 31285 X

A standard work on the process of reading, the perceptual and language skills it involves and the nature of the learning task. Child-based but relevant.

■

Category:	**Learning**
Keywords:	Learning Processes, Learning Factors, Teaching Methods, Psycholinguistics, Psychology
Author:	Smith, F.
Title:	**Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read**
Date:	1988
ISBN/Publisher:	0-89859-879-6

Explores the fundamental aspects of the process of reading – linguistic, physiological, psychological and social. Plus learning and instructional methods.

Category	**Learning**
Keywords	Learning Processes, Writing Processes, Teaching Methods, Children
Author	Smith, F.
Title	**Writing and the Writer**
Date	1982
ISBN/Publisher	0-435-10816-6

Although child-oriented, a standard text which discusses the reasons for writing, the differences between composition and transcription, the thought processes behind the act of writing and some technical aspects. The book concludes with chapters on learning and teaching in which the author stresses that writing should be related to meaningful, purposeful activities.

■

Category	**Learning**
Keywords	Learning, Reviews, Cognition, Theory, Social/cultural Influences
Author	Stanovich, K.E.
Title	**Does Reading Make You Smarter? Literacy and the Development of Verbal Intelligence**
Date	1993
ISBN/Publisher	Advances in Child Development and Behaviour 24, p133-180

In the 1980s the idea that the acquisition of literacy has profound cognitive consequences went seriously out of favour. This article argues that we should reconsider experience with print as an explanatory mechanism that can account for cognitive change. It begins with a review of selected literature on the consequences of literacy in which the author claims that a role for reading experience in theories of cognitive change seems to have been prematurely dismissed. He then introduces a methodology for studying the cognitive consequences of literacy within a literate society that could help to revive research interest in this hypothesis. Provides an alternative viewpoint to the 'New Literacies' theorists.

■

Category	**Learning**
Keywords	Literacy Education, Reviews, Research, Reading Development, Adult-child Comparisons, Policy
Author	Sticht, T.
Title	**Adult Literacy Education**
Date	1989
ISBN/Publisher	In Rothkopf, E. (ed) Review of Research in Education (1988-89), Washington DC: American Educational Research Association

Comprehensive review of adult literacy education and research in adult reading development. Argues that evidence on how adults learn to read is often extrapolated, inadvisedly from research on children's literacy development, leading to inappropriate programme development.

Category	**Learning**
Keywords	Learning Processes, Phonemes, Beginning Reading, Children
Author	Tunmer, W.E. and Nesdale, A.R.
Title	**Phonemic Segmentation Skill and Beginning Reading**
Date	1985
ISBN/Publisher	Journal of Ed. Psychology (US), v77, n4, p417-27

Study to precisely determine the nature of the relationship between phonological awareness and learning to read. First-grade children were administered tests of verbal intelligence, phonemic segmentation ability, and reading achievement. Results indicated that the relation of non-diagraph word segmentation to reading achievement is greater than that of diagraph word segmentation to reading achievement and that this relation is non-linear. Further analysis revealed that phonemic segmentation is a necessary but not sufficient condition for learning to read. Implications of these and other findings for educational practice are briefly indicated.

■

Category	**Learning**
Keywords	Learning, Learning Difficulties, ESOL, Testing,Teaching, Australia
Author	Unsworth, L. (ed.)
Title	**Reading: An Australian Perspective**
Date	1985
ISBN/Publisher	0-1700-6593-6

Issues in the curriculum and testing of reading are examined, including initial teaching, specific learning difficulties, ESOL, hearing impaired students, role of literature and testing.

Category	**Learning**
Keywords	Learning Strategies, Flexible Learning, Open Learning
Author	Usher, R. and Johnston, R.
Title	**Exploring Problems of Self-directed Learning Within Practice and Discourse**
Date	1988
ISBN/Publisher	Studies in Continuing Education v10, n2, p137-51

Title only.

■

Category	**Learning/Learning Difficulties**
Keywords	Dyslexia, Literacy, Reading, Spelling, Writing, Language Theory
Author	Venezky, R. L. and Kavanagh, J.L. (eds)
Title	**Orthography, Reading and Dyslexia**
Date	1980
ISBN/Publisher	

International collection of research into the relation between orthography, the learning and practice of reading, and dyslexia. Languages covered are Chinese, Japanese, Hebrew, Navajo, Finnish, Dutch, Serbo-Croat and Russian. Spelling and its relationship to reading ability is also covered. Dyslexia is related to reading ability more generally, though papers reveal controversy over definitions of dyslexia

Category	**Learning**
Keywords	Learning Processes, Cognition, Psychology, Schema Theory
Author	Yates, G.C.R. and Chandler, M.
Title	**The Cognitive Psychology of Knowledge: Basic Research Findings and Implications**
Date	1991
ISBN/Publisher	Austr. J. of Education v35, n2, p131-53

Reviews empirical findings that implicate personal knowledge in human information processing, including: learning schemata activation, analogical processing, problem solving, reading and cognitive development and how prior knowledge can disrupt the learning process.

8.

SECOND LANGUAGE (incorporating ESOL/ESL)

Current work under this category comprises general reviews of provision, research reviews with a classroom or training orientation, work emphasising the context within which teaching of second language students takes place, assessment of students, detailed studies of classroom strategies and theoretical work on second language acquisition.

General reviews of provision

In the UK, in contrast with school-based services, there are no comprehensive data on provision/demand for literacy classes among adults whose first language is not English. Survey work undertaken by ALBSU (see ALBSU 1989) indicates the scale of need for provision (in the US, by contrast, annual state statistical and performance reports provide baseline information for professionals working in this area. See Office of Vocational and Adult Education reports).

Research reviews

Research reviews (incorporating syntheses of evaluation findings) are rather more numerous and provide some useful suggestions for practitioners. Industry-based bilingual or ESOL training is, logically, of particular interest in countries with large, recent immigrant populations. Thus it is an American (and to a lesser extent Australian) rather than a European research concern (see especially Cichon et al). For the classroom teacher or tutor there exists a number of research reviews. These generally reflect a general trend away from research on (and advice on) particular teaching and learning strategies towards contextualisation of second language literacy. However some (e.g. Oxford, Seliger and Long) also review learner strategies and teacher feedback (including error feedback).

The context of teaching second-language literacy

This area of research has been increasingly important in the last decade, especially in the UK and Australia. Drawing on sociolinguistics and discourse analysis, researchers emphasise that the practice of reading and writing is context and culture specific, and how far meaning (and mutual understanding) depend on 'knowledge of the world' which is outside the actual text. Students from other cultures will not bring the same meanings or prior knowledge to the class. Associated research emphasises the needs and motives different students bring to literacy classes. These ideas are explored further in many of the references grouped as **Social and Cultural influences**.

Assessment of students

As noted in the sections on **Definitions** and **Measurement**, one of the major developments in recent years has been the recognition that there is no single appropriate meaning for – or, therefore, measure of – literacy. While this recognition is apparent in the Second Language literature, including discussion of assessment of second language students, there is a need for much more development of acceptable assessment instruments. Most of the scales in use (notably in the US) do not meet current theoretical criteria: and much of the discussion of desirable practice (see e.g. Rivera & Simich) is not embodied in available assessment instruments.

Classroom strategies

In the context of adult literacy, there are very few detailed and high quality studies of effective classroom strategies. As noted above, current thinking tends to emphasise the importance of cultural, motivational and other factors which students bring to the classroom: and discussion of teaching to draw on qualitative studies of 'good practice' (see e.g. Wrigley & Guth). There nonetheless exists a continuing strong tradition of research into teaching approaches and techniques with bilingual children. A few such studies (all from the US) have been identified which concern adult second language learners.

Second language acquisition

A very important area of study at present is the process of second language acquisition. Most research uses as its subjects individuals learning a second language within the context of their own culture rather than the immigrant learning the language of the host culture: and much of the research is also highly technical and draws on linguistic and cognitive theory. This area is also one in which a number of competing hypotheses remain strongly contested.

However, there is a considerable number of studies in this area with definite implications for adult literacy teaching in a second language context. (This is especially true for adult groups which are highly literate already in their own language.) Krashen's 'monitor theory' which emphasises the importance of subconscious language acquisition rather than conscious language learning has major implications for the balance of classroom practice: and a variety of experimental approaches to second language acquisition have been used and evaluated. (See Cook; Gass & Schachter; Bailey; Dechert.) Beebe's book reviews work on affective factors and error analysis, as well as sociolinguistics. O'Malley & Chamot, and Larsen-Freeman and Long both address directly the implications of current research for the classroom. However, the general presentation of work makes it rather inaccessible to non-experts.

Category:	**Second Language Teaching, Statistics, Target Groups**
Keywords:	Statistics, National surveys, ESOL, Skill levels, Needs Analysis, UK
Author:	ALBSU
Title:	**A Nation's Neglect: Research into the Need for English among Speakers of Other Languages**
Date:	1989
ISBN/Publisher:	1-870741-12910

A summary report of a survey into the level and nature of the need for English language tuition amongst adults whose mother tongue is not English.

■

Category:	**Second Language Teaching**
Keywords:	ESOL, Second Language Learning, Ethnic Groups, Bilingualism, Employment
Author:	ALBSU
Title:	**Literacy and Second Language Speakers of English. Viewpoints No. 3**
Date:	1985
ISBN/Publisher:	ALBSU, London, England

This collection of papers focuses on literacy and the special educational needs of speakers of English as a second language (ESL). In a paper entitled Ethnic Minority Educational Needs in the 1980s, Gurnam Heire examines some of the changes in employment and training that have taken place over the past few years and how these affect the educational needs of ethnic minority communities. Jane McLaughlin's paper, Creative Writing in English as a Second Language Work, makes a case for not neglecting the important part that writing can play in working with persons for whom English is a second language. In Bilingual Teaching and ESL, Sufia Majid emphasises the importance of the mother tongue and of the bilingual teacher in language and literacy work. Jane Rawlingson Mackillop draws on her experience in Southern California in her paper 'Acquisition: A common Factor in Teaching Literacy to Native and Non-Native Speakers'. In the final paper, 'Integrating First and Second Language Speakers of English', Frances Graham examines some of the possibilities and problems of mixed literacy provision for those for whom English is a first or second language.

■

Category:	**Second Language Teaching**
Keywords:	Second Language, Teaching Methods, Learning Strategies, Research Methods, Assessment, Canada, Adult-child Comparisons
Author:	Allen, P. and M. Swain
Title:	**Language Issues and Education Policies: Exploring Canada's Multilingual Resources**
Date:	1984
ISBN/Publisher:	0-08-031083-4 Pergamon Press and the British Council

Describes the work and research findings of the Modern Language Centre of the Ontario Institute for Studies in Education. Contains reviews of how immersion education works, strategies for helping students to improve their learning; discussions of the different needs of adult ESL and child learners and the use of observation for research. Chapter 10 reviews communicative language tests.

Category:	**Second Language Teaching**
Keywords:	ESOL, Second Language Acquisition, Bilingualism, Bibliographies, Reviews
Author:	Ambert, A.N.
Title:	**Bilingual Education and ESOL: A Research Handbook**
Date:	1988
ISBN/Publisher:	

Describes and analyses 1986-7 research in bilingualism and second language acquisition in both children and adults in USA. Each chapter contains a general analysis of the research, recommendations for future research and an annotated bibliography.

The final chapter gives an overview of the preceding chapters.

■

Category:	**Second Language Teaching**
Keywords:	Second Language, Adult-child Comparisons, Cloze Procedures, Linguistics, Discourse Analysis, Monitor Theory, Acculturation Model, USA, Spain, France
Author:	Bailey, K.M., Long, M.H. and Peck, S. (eds)
Title:	**Second Language Acquisition Studies**
Date:	1983
ISBN/Publisher:	0-88377-259-0. Newbury House

A collection of research papers which mostly focus on children: but also includes an overview chapter by Larsen-Freeman (op cit) giving an overview of major theoretical perspectives and chapters by Snow and by Fathman and Precup (op cit) on the influence of age on second language acquisition.

Category:	**Second Language Teaching**
Keywords:	Second Language, Teaching Methods, Adult-child Comparisons, Writing
Author:	Baynham, M.
Title:	**Talking from Experience – Writing and talk in the ESL classroom**
Date:	1991
ISBN/Publisher:	In S. Nicholls & E. Hoadley-Maidment (eds) Current Issues in Teaching ESOL to Adults p122-134 0-17-556077-3. (Nelson)

Discusses key factors in developing good literacy in the ESL context.

Category:	**Second Language Teaching**
Keywords:	Second Language Acquisition
Author:	Beebe, L.M. (ed)
Title:	**Issues in Second Language Acquisition: Multiple Perspectives**
Date:	1988
ISBN/Publisher:	Newbury House Publ., Harper & Row, NY

Good discussion of how various related disciplines have contributed to SLA research. First 3 chapters relevant to adult education. Chapter 1 by Selinger (psycholinguistic issues in second language acquisition) provides good introductory review with follow up references to SLA from a psycholinguistic perspective.

Emphasises two important historical milestones:

1. Chomsky's notion of language representation as a set of abstract rules internalised from the language heard.
2. Corder's emphasis on learners' systematic errors which led to the very popular area of 'error analysis' in the 1970s.

Seliger focuses on three separate issues:

1. How does the learner develop his/her language (processes)?
2. What is the role of previous knowledge in SLA?
3. Affective factors influencing SLA.

Ch. 2 Beebe reviews five sociolinguistic approaches to SLA.

Ch. 3 Genesee 'Neuropsychology and SLA' on studies examining the relationship between the brain (hemispheric localication) and the development of two languages.

(Ch 4 Classroom research perspective)

(Ch 5 Bilingual education programs – children)

(Ch 6 Reviews implications of previous chapters for language teachers.)

Category:	**Second Language Teaching**
Keywords:	Second Language, Assessment
Author:	Brindley, G. and Singh, K.
Title:	**The Use of Second Language Learning Research in ESL Proficiency Assessment**
Date:	1982
ISBN/Publisher:	Austr. Rev. Appl. Linguistics, 5 (1) 84-111

Title only.

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Category:	**Second Language Teaching**
Keywords:	Second Language, ESOL, Teaching Methods
Author:	Brock, Cynthia A.
Title:	**The Effects of Referential Questions on ESL Classroom Discourse**
Date:	1986
ISBN/Publisher:	TESOL Quarterly, 20, 1, 47-59 March 1986

Describes a study done to determine if higher frequencies of referential questions (questions which request information not known by the questioner) have an effect on discourse in an adult ESL classroom. The differences in the language produced by learners in response to the two question types were pronounced.

Category:	**Second Language Teaching**
Keywords:	Second Language, Teaching Methods, Canada
Author:	Burnaby, B. and Bell, J.
Title:	**The Role of Literacy in Methods of Teaching English as a Second Language**
Date:	1989
ISBN/Publisher:	In Taylor, M.C. and Draper, J.A. (eds) Adult Literacy Perspectives 0-921472-04-8. Culture Concepts Inc., 5 Darlingbrook Crescent, Toronto, Onterio M9A 3H4 (US$34.00)

Discusses major differences between most English as a Second Language teaching for adults, and adult basic education and implications for teaching.

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Category:	**Second Language Teaching**
Keywords:	Second Language, ESOL, USA
Author:	Cele-Murcia, M. (ed)
Title:	**Beyond Basics: Issues and Research in TESOL**
Date:	1985
ISBN/Publisher:	Newbury House, Rowley, Mass.

Title only

Category:	**Second Language Teaching**
Keywords:	Second Language, ESOL, Workplace Basic Skills, Vocational Training, Bilingualism, Job-related Language Skills, Employment
Author:	Cichon, Donald J. et al
Title:	**Industry-Based Bilingual Vocational Training. A Review of Related Literature**
Date:	1990
ISBN/Publisher:	Office of Vocational and Adult Education, Washington, DC

Drawing upon published research, reports and critical analyses, this paper examines the major issues involved in helping private business and industry face the challenge of effectively training Limited English Proficient (LEP) employees. The literature review is part of a larger project that is developing nine demonstration private industry/education partnership programmes in industry-based bilingual vocational training and a handbook to help start other industry-based programmes. Material reviewed in the paper is limited to that answering the general question 'What do we need to know to provide the best assistance and to develop a handbook?' The paper examines six major topics, drawn from a preliminary analysis of the existing literature as it reflects projects' anticipated needs: (1) workplace literacy and its relationship to bilingual vocational training; (2) job-related language skill training needs for LEP employees; (3) cross-cultural communication needs in the workplace; (4) successful workplace training programme models for LEP adults; (5) components of successful public/private partnerships; and (6) economic costs and benefits to industry in providing such training. Includes a 10 page bibliography.

Category:	**Second Language Teaching**
Keywords:	Second Language, Teaching Methods, Research Methods, Adult-child Comparisons
Author:	Cook, Vivian (ed.)
Title:	**Experimental Approaches to Second Language Learning**
Date:	1986
ISBN/Publisher:	0-08-031550X. Pergamon Institute of English, Pergamon Group

Collection of papers by individual authors:

Part 1: Background to experimental approaches.

Part 2: Different experimental approaches:

- information processing
- parametric variation
- cognitive deficit approach
- cluster analysis of learner types
- psychological diagnosis of foreign language aptitude
- the Digane project
- thinking aloud protocols
- comprehension approach
- psycholinguistic relativity

The chapters by Cook are the most relevant to adult literacy professionals. Chapter 2 reviews the evidence on relationships between age of learners and success/methods of learning; and on the value of 'listening first' approaches. Also a useful source of guidance on designing experimental research.

Category:	**Second Language Teaching**
Keywords:	Second Language, ESOL, Language Processing, Learning Strategies
Author:	Corrales, Olga and Call, Mary Emily
Title:	**At a Loss for Words: The Use of Communication Strategies to Convey Lexical Meaning**
Date:	1989
ISBN/Publisher:	Foreign Language Annals, 22, 3, 227-40, May 1989

A study investigated communication strategies used to express lexical meaning in English by two groups (intermediate and advanced) of Spanish-speaking adult learners of English as a second language. Both structured and unstructured tasks were used to assess interlanguage development vis a vis proficiency, and results indicated that the unstructured task elicited more transfer strategies from both groups of students.

Category:	**Second Language Teaching**
Keywords:	Second Language Acquisition, Learning Methods, Finland, Netherlands, Germany, Europe
Author:	Dechert, H.W.
Title:	**Current Trends in European Second Language Acquisition Research**
Date:	1990
ISBN/Publisher:	

A volume which brings together research findings in restricted areas of Second Language Acquisition.

Part 1: Theory and Methodology in Second Language Acquisition, includes the first result of a pilot analysis of data from the European Science Foundation project on nouns and verbs in the Learners' Lexicon, measurement of Reaction Time.

Part 3: Discusses Reference in Second Language Acquisition.

Part 4: Based on research in Finland, the Netherlands and Germany. Explores cross-linguistic interaction in Second Language Acquisition.

Category:	**Second Language Teaching**
Keywords:	ESOL, Reading Strategies
Author:	Devine, Joanne
Title:	**ESL Readers' Internalised Models of the Reading Process**
Date:	1983
ISBN/Publisher:	In Handscombe, Jean (ed.) et al. On TESOL 1983. The Question of Control. Selected Papers from the Annual Convention of Teachers of English to Speakers of other Languages, Toronto, Canada, 15-20 March 1983

This research study investigated the theoretical reading orientation (sound-centred, word-centred or meaning centred) and reading performance of 20 students of various language backgrounds and proficiency levels in an adult ESL programme. The research attempted to test the hypothesis that these readers would be able to verbalise their orientations towards reading and that the orientations would affect reading performance. Data were gathered from an oral reading interview, an oral reading sample, and a retelling of the oral reading. Analysis indicated that almost all students were able to articulate their theoretical orientations unambiguously enough to allow classification in one of the reading process models. In addition, a relationship was found between the internalised reading process model and the reader's success in comprehending the text material. Second language reading teachers should be aware that students bring to the reading task a set of assumptions and operating principles concerning what is important in reading and should attempt to identify the students' individual models and adapt instructional materials and activities to those processes.

Category:	**Second Language Teaching**
Keywords:	Second Language, Teaching Methods, Canada, UK, Schools
Author:	Edwards, V.
Title:	**The World in a Classroom: Language in education in Britain and Canada**
Date:	1992
ISBN/Publisher:	1-85359-159-9/158-0. Multilingual Matters

Although this book focuses on children and schools rather than adults, it provides a very useful overview of alternative and developing approaches to teaching multilingual populations. It draws on recent British and Canadian research and discusses alternative approaches (intensive support, partial support, tutorial support), the management of multilingual classes, problems of staffing, and of liaison between community/heritage language programmes and mainstream provision.

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Category:	**Second Language Teaching, Training**
Keywords:	ESOL, Training, Staff Development, Youth
Author:	Evans, E.
Title:	**Research Project into Training of Teachers of English as a Second Language in the Post-16 Sector**
Date:	1988
ISBN/Publisher:	

Describes a NATESLA (National Association for Teachers of English as a Second Language to Adults) project to identify training needs of teachers.

Project aims:

- to identify types of courses/programmes required to provide a good service to ESL learners
- relate educational aims to knowledge and expertise of teachers
- carry out survey of existing training opportunities
- recommend realistic training schemes

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Category:	**Second Language Teaching**
Keywords:	Second Language, Research Methods, Introspection
Author:	Faerch, C. and Kasper, G. (eds)
Title:	**Introspection in Second Language Research**
Date:	1987
ISBN/Publisher:	

Title only

Category	**Second Language Teaching**
Keywords	Second Language, Adult-child Comparisons, Syntax, Oral Skills, Teaching Methods, Learning
Author	Fathman, A. and L. Precup
Title	**Influences of Age and Setting on Second Language Oral Proficiency**
Date	1983
ISBN/Publisher	Chapter in Bailey, K.M., Long, M.H. and Peck, S. (eds), Second Language Acquisition Studies. 0-88377-259-0. Newbury House

Discusses research on how age affects language learning, especially studies indicating that older learners are more proficient in certain areas, and the reasons and teaching implications.

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Category	**Second Language Teaching, Bibliographies**
Keywords	ESOL, Ethnic Groups, Intergenerational Literacy, Second Language Acquisition
Author	Forton, Patricia
Title	**Realising the Dream: A Bibliographic Essay**
Date	1989
ISBN/Publisher	In Realising the Dream. Selected Conference Proceedings. New York

A brief review of literature on English as a second language instruction and the new immigrants to North America, focuses on four broad topics: children, adults, literacy, and parent involvement. Topics addressed include (1) the social and educational needs of immigrant children; (2) the impact of resettlement; (3) adult language acquisition; (4) citizenship education; (5) developments in literacy research and education; and (6) involvement of limited English-speaking parents in their children's education. A 41 item bibliography and a list of organisations providing resources are included.

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Category	**Second Language Teaching**
Keywords	Second Language Teaching, Linguistics, Teaching Methods, Learning Methods
Author	Gale, M.
Title	**Stephen D. Krashen's Second Language Acquisition Theory and its Critics – A Survey of the Literature**
Date	1990
ISBN/Publisher	MA in TESOL, Institute of Education, University of London

Title only

Category	**Second Language Teaching, Teaching Methods**
Keywords	Second Language Acquisition, Linguistics
Author	Gass, S.M. and Schachter, J. (Chapter authors include K. Gregg and R. Bley-Vroman.)
Title	**Linguistic Perspectives on Second Language Acquisition**
Date	1989
ISBN/Publisher	0-521-37811-7. Cambridge Univ. Press

Contains a number of chapters by scholars in the field of linguistics which explore how a second language is acquired and what must be done mentally to achieve proficiency in another language. The chapters by Gregg, Bley-Vroman and Gass deal with issues of direct relevance to teachers of 'non-native speakers' and elucidate the differences between acquisition of a language as a child and adult foreign language learning.

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Category	**Second Language Teaching**
Keywords	Second Language, Literacy, Social/cultural Influences
Author	Goldman, S. and Trueba, H.
Title	**Becoming Literate in English as a Second Language**
Date	1989
ISBN/Publisher	Norwood NJ: Ablex

The collection of essays brings together two disciplines, literacy and English as a second language, to discuss three major themes: the effects of the home and community upon literacy acquisition (including both interpersonal and intrapersonal factors which affect academic success); analysis of those general literacy skills which transfer across languages (as well as those which are language specific); and factors which need to be considered in assessment, diagnosis, and evaluation of second language literacy. While the majority of contributions deal with children's acquisition of English language literacy and the role of schools in literacy learning, the first three (by Delgado-Gaitan, Duran and McLaughlin) discuss adult developmental-literacy concerns.

■

Category	**Second Language Teaching**
Keywords	Target Groups, Second Language Learning, Migrants, ESOL, Linguistic Theory
Author	Hammond, J. and Hood, S.
Title	**Genres and Literacy in the Adult ESL Context**
Date	1990
ISBN/Publisher	Austr. J. of Reading, v13, n1, p60-68. Focus issue: From marginal status to centre stage

Title only

Category:	**Second Language Teaching**
Keywords:	ESOL, Teaching Methods, Reading, Writing, USA
Author:	Hirsch, Linda
Title:	**Are Principles of Writing Across the Curriculum Applicable to ESL Students in Content Courses? Research Findings.**
Date:	1989
ISBN/Publisher:	Paper presented at Annual Meeting of National Council of Teachers of English, Baltimore, MD, 17-22 November 1989

Two research studies conducted at the bilingual Hostos Community College of the City University of New York suggest that the classroom performance of adult, advanced and post-ESL students benefits from the students' participation in tutor-led groups that focus on a particular course's content and employ talk and writing as learning aids. The first study of 60 students found significant differences between the mean grades of students participating in the tutor-led groups and the mean grades of a control set of students. In the second, corroborative study of 164 students, the tutored students received higher average grades and were less likely to fail or drop out of a class. The results of these studies demonstrate the importance of writing and talk in the learning process, and, based on qualitative evaluation of the data, it appears that expressive talk is an equal if not greater contributor to the learning process than is writing. The results also raise questions about the effectiveness of the lecture mode as an instructional tool with the ESL population.

Category:	**Second Language Teaching**
Keywords:	Literacy, Second Language, Writing, Bilingualism
Author:	Hornberger, N.
Title:	**Continua of Biliteracy**
Date:	1989
ISBN/Publisher:	Review of Educational Research 9.3 p271-296

The author examines cross-disciplinary work in bilingualism, literacy, and the teaching of reading, writing, and foreign/second languages. She proposes nine continua to define the contexts for biliteracy, the development of the biliterate individual's communicative repertoire, and the relationships among the media for literacy. The continua provide an interesting set of perspectives from which to analyse biliteracy as it relates to both an individual's and a community's use of more than one written language.

Category: **Second Language Teaching**

Keywords: ESOL, Second Language Acquisition, Reviews, Linguistic Theory

Author: Huebner, T. and Ferguson, C.A. (eds)

Title: **Cross-Currents in Second Language Acquisition and Linguistic Theories**

Date: 1991

ISBN/Publisher:

Very much a theoretically based volume. Reviews models of SLA, underlying linguistic theories, and methodologies for testing hypotheses.

Very heavy going but might be a good source of references for readers interested in particular models/theories.

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Category: **Second Language Teaching**

Keywords: ESOL, Second Language Acquisition, Cognition, Testing

Author: Ijaz, I. Helene

Title: **Linguistic and Cognitive Determinants of Lexical Acquisition in a Second Language**

Date: 1986

ISBN/Publisher: Language Learning, 36, 4, 401-51 Dec 1986

A semantic relatedness test and a cloze type/sentence completion test compared meanings ascribed to spatial prepositions by adult native English and advanced English as a second language speakers. Non-native speakers differed from native speakers in the semantic boundaires ascribed to the words with the differences deriving from weighting (influenced by native language transfer) semantic dimensions.

Category: **Second Language Teaching**

Keywords: Second Language Learning, Research Methods, Ethnography, Surveys, Teaching Methods

Author: Johnson, D.M.

Title: **Approaches to Research in Second Language Learning**

Date: 1992

ISBN/Publisher: 0-8013-0604-3.

A handbook for those undertaking research in second language learning, with special reference to the teacher-researcher movement. Discusses six major approaches to research in classroom second language learning: correlational, case-study, survey, ethnographic, experimental and multimethod.

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Category: **Second Language Teaching**

Keywords: Second Language Learning, ESOL

Author: Kalantzis, M.

Title: **From First Language Illiteracy to Second Language Literacy: NESB Adult Learning**

Date: 1987

ISBN/Publisher: Prospect v3, n1, p33-43

Title only.

Category:	**Second Language Teaching**
Keywords:	ESOL, Second Language Acquisition, Teaching Methods
Author:	Kleinmann, Howard H.
Title:	**The Effect of Reading Laboratory Instruction on ESL Growth**
Date:	1985
ISBN/Publisher:	Research and Teaching in Developmental Education, 1, 1, 38-52

Explains the Monitor Model of adult second language development. Describes a study conducted at Queens College to assess the value of mandatory reading laboratory attendance for ESL students.

■

Category:	**Second Language Teaching**
Keywords:	Second Language, Linguistics, Learning Methods, Teaching Methods, Learning, Adult-child Comparisons, Monitor Theory
Author:	Krashen, S. D.
Title:	**Second Language Acquisition and Second Language Learning**
Date:	19881.1981
ISBN/Publisher:	0-13-798190-2. Prentice Hall.

Presents Krashen's 'Monitor Theory' of adult second language acquisition. This distinguishes between acquisition (similar to the process children use in acquiring a first language) and conscious language learning, discusses their interrelationship, argues that subconscious acquisition is more important and discusses teaching implications.

Category:	**Second Language Teaching**
Keywords:	Second Language, Linguistics, Discourse Analysis, Monitor Theory, Acculturation Model, Neurofunctional Model
Author:	Larsen-Freeman, D.
Title:	**Second Language Acquisition: Getting the Whole Picture**.
Date:	1983
ISBN/Publisher:	Chapter in Bailey, K. M. Long, M.H. and Peck, S. (eds) Second Language Acquisition Studies. 0-88377-259-0. Newbury House

Outlines and critiques four major theoretical perspectives in second language acquisition research: Krashen's Monitor Model, Schumann's Acculturation Model, Selinker & Lamendella's Neurofunctional Perspective, and Hatch's Discourse Perspective.

Category:	**Second Language Teaching**
Keywords:	ESOL, Second Language Acquisition, Teaching Methods, Bibliographies
Author:	Larsen-Freeman, D. and Long, M.H. (eds)
Title:	**An Introduction to Second Language Acquisition Research**
Date:	1991
ISBN/Publisher:	

A synthesis of empirical findings on second and foreign language learning by children and adults, emphasising the design and execution of appropriate research.

Major topics are: scope of SLA research, methodology for gathering and analysing data, history and development of SLA research. Also good chapters reviewing theories in SLA (child and adult) and a review of studies to determine the role of instruction on SLA.

Includes extensive (~1250) bibliography.

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Category:	**Second Language Teaching**
Keywords:	Second Language Acquisition, Cognition, Discourse Analysis
Author:	Larsen-Freeman, D. (ed)
Title:	**Discourse Analysis in Second Language Research**
Date:	1979
ISBN/Publisher:	0-88377-163-2. Newbury House, Rowley, Mass.

Introduction to discourse analysis and its impact on second language learning. Articles focus on linguistic structures; the pragmatic knowledge a learner must acquire when learning a second language; the structure of conversations in which non-native speakers engage; the discourse of the classroom. The article by Evelyn Hatch and Michael Long defines discourse analysis.

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Category:	**Second Language Teaching**
Keywords:	Second Language, Learning, Adult-child Comparisons, Teaching Methods, Learning Strategies, Error Analysis, Linguistics
Author:	Littlewood W.T.
Title:	**Foreign and Second Language Learning: Language Acquisition Research and its Implications for the Classroom**
Date:	1984
ISBN/Publisher:	0-521-25479-5/521-27406-9. Cambridge University Press

Considers the relevance of research on language acquisition for teaching, including how to respond to learners' errors, whether aspects of language should be taught in a particular order, and development of communication skills.

Category:	**Second Language Teaching, Policy**
Keywords:	Australia, Second Language Learning, ESOL, Policy
Author:	Mangubhal, F.
Title:	**TESL and Literacy in Australia: Directions for the Future**
Date:	1992
ISBN/Publisher:	Discourse, v12, n2, p46-54. Special Issue: Australian discourses on literacy

Title only.

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Category:	**Second Language Teaching**
Keywords:	ESOL, Sociolinguistics, England
Author:	Martin-Jones, M.
Title:	**The Sociolinguistic Status of Minority Languages in England**
Date:	1984
ISBN/Publisher:	

Not research, but provides overview of:

- historical factors operating in our understanding of status of different languages in Britain
- demographic, political, economic, ideological factors.

Category:	**Second Language Teaching**
Keywords:	
Author:	Martin-Jones, M.
Title:	**Bilingualism and Linguistic Minorities**
Date:	
ISBN/Publisher:	Centre for Language in Social Life Working Paper Series, Department of Linguistics, Lancaster University

Short review of the literature on bilingualism. Isolates three main approaches: the tradition associated with Fergusson and Fishman focussed on diglossia – the emergency of functionally distinct varieties of the same language within a speech community; the second undermined Fishman's structural – functionalist assumptions to view similar problems in a conflict perspective; the third approach focused on interaction between individual actors. More recently, a more unified approach to bilingualism is emeregin, involving social theroies of resistance and cultural production.

Category:	**Second Language Teaching**
Keywords:	Second Language, Teaching Methods, Learning Methods, Children, Youth, Discourse Analysis, USA, UK, Hong Kong
Author:	Martin-Jones, M.
Title:	**Code-switching in the Classroom: a Review of Research in Bilingual Education Programmes**
Date:	
ISBN/Publisher:	Working Paper 22: Centre for Language in Social Life Working Paper Series, Department of Linguistics, Lancaster University

Synthesises and provides a critical review of research in bilingual and multilingual classrooms over two decades. Focuses on classroom discourse analysis in bilingual contexts, including studies which focus on code-switching as part of teacher-learner interaction. Provides summaries of a number of important studies on how code switching contributes to communication, including early analysis of work in NW England (conducted with Saxena, Barton, and Ivanic).

Category:	**Second Language Teaching**
Keywords:	Second Language, Bilingualism, Linguistics, Social/cultural Influences, Diglossia, Sociolinguistics
Author:	Martin-Jones, M.
Title:	**Language, Power and Ideology: Alternative Approaches to Bilingualism among Linguistic Minorities**
Date:	1989
ISBN/Publisher:	In R. Grillo (ed.) Social Anthropology and the Politics of Language (Sociological Review Monograph 36) London: Routledge

Presents a critical evaluation of two major research traditions in the sociolinguistic study of bilingualism: structural-functionalism, and the micro-interactionist perspective.

Category:	**Second Language Teaching**
Keywords:	Second Language, UK, Migrants, Refugees, Sociolinguistics, Social/cultural Influences, Diglossia
Author:	Martin-Jones, M.
Title:	**Sociolinguistic Surveys as a Source of Evidence in the Study of Bilingualism: a Critical Assessment of Survey Work Conducted Among Linguistic Minorities in 3 British Cities**
Date:	1991
ISBN/Publisher:	International Journal of the Sociology of Language 90 p37-55

Reviews the work carried out by the Linguistic Minorities Project, in particular on the use made of language by adults. Summarises methodology and significance of findings from the Adult Language Use Survey, and recommends future research directions.

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Category:	**Second Language Teaching, Policy**
Keywords:	Literacy, Second Language, Policy, National Comparisons, Comparative Studies
Author:	McKay, Sandra Lee
Title:	**Agendas For Second Language Literacy**
Date:	1993
ISBN/Publisher:	Cambridge UP

Very thorough overview of research, policy and practice regarding bilingualism and literacy. Covers definitions of literacy, national language policies, and social, political and economic contexts of educational provision

Category:	**Second Language Teaching**
Keywords:	ESOL, Workplace Basic Skills, Reading Skills, Attitudes, Assessment
Author:	Minicz, Elizabeth A. Watson et al
Title:	**Determining Reading Levels for Non-native Speakers of English: a study to Explore the Possibility of Correlations Between Non-native Literacy (ESL) and Adult Basic Education (ABE) Reading Tests. Final Report.**
Date:	1989
ISBN/Publisher:	William Rainey Harper College, Palatine, Ill.

Recent workplace literacy initiatives for Limited English Proficient (LEP) employees in Illinois have resulted in employer interest in the measurement of adult ESL achievement, particularly in the area of reading comprehension. Employers are requesting that evidence of a language minority employee's reading ability be reported in grade level equivalents similar to those used to report the skill levels of native speakers. The study reported here investigated the following: (1) whether there is any correlation between commonly-used ESL tests of reading comprehension and adult basic education norm-referenced tests; (2) which tests are more highly correlated; and (3) whether any adult ESL reading comprehension test can be used to predict performance on adult basic education tests. some specific correlations were found. In addition, commonalities in the populations of LEP non-native speakers and undereducated native speakers were noted. Further research with larger samples is recommended. Appended materials include forms, data and correspondence related to the project.

Category:	**Second Language, Organisational Issues**
Keywords:	Second Language, Organisation
Author:	Nash, A. et al
Title:	**Talking Shop: a Curriculum Sourcebook for Participatory Adult ESL**
Date:	
ISBN/Publisher:	Englewood Cliffs NJ: Prentice Hall/Regents Centre for Applied Linguistics

This 'collection of stories about learning' is by five teachers who have used the participatory process in developing a curriculum for a family literacy project and is a companion volume to Making Meaning, Making Change (Auerbach in press). Intended as a sourcebook for others developing participatory literacy programmes, it provides accounts of how themes emerged in class discussion, how the teachers developed lessons from them and what they learned through this process. Numerous examples of adult writings are included.

Category:	**Second Language Teaching**
Keywords:	Second Language Teaching, Student Assessment, Profiles, UK
Author:	Nicholls, S. and Hoadley-Maidment, E.
Title:	**Current Issues in Teaching ESOL to Adults**
Date:	1991
ISBN/Publisher:	0-17-556077-3. (Nelson)

Collection of articles on influences shaping teaching of English to adults. Reviews shift away from narrow concern with teaching towards place of language in education and the positive recognition of linguistic and cultural diversity in Britain. Six sections:

1. Influences and developments

Sandra Nicols provides a brief overview of historical developments in ESL provision.

2. Policy and practice

Section deals with issues and developments in further education, adult education and in working with training/funding organisations.

3. Developing effective provision

Reports on projects.

4. Current classroom issues

Recognition of linguistic diversity and its influence on classroom organisation.

Paper by Mike Baynham in this section considers some of the key factors in developing good literacy work in the ESL context.

5. Assessment and accreditation.

6. Teacher training and staff development

Good introduction to new developments in teacher training.

Category:	**Second Language Teaching, Psychology**
Keywords:	ESOL, Second Language Acquisition, Learning Strategies, Cognition
Author:	O'Malley, J.M. and Chamot, A.V.
Title:	**Learning Strategies in Second Language Acquisition**
Date:	1990
ISBN/Publisher:	

On how instruction is SLA can be integrated with recent knowledge from cognitive theory and research on learning strategies.

A synthesis of research and theory in cognition with research and current views of SLA.

How to use the above to present instruction in the classroom.

Development of new and effective learning strategies.

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Category:	**Second Language Teaching**
Keywords:	Second Language, Learning Strategies, Learning
Author:	Oxford, Rebecca L.
Title:	**Language Learning Strategies: What Every Teacher Should Know**
Date:	1990
ISBN/Publisher:	Boston, Heinle & Heinle

Combines research and practical suggestions for developing strategies of language learning to students. Assumes that reader has little or no prior experience in teaching.

Category:	**Second Language Teaching, Organisational Issues**
Keywords:	Second Language, Student-tutor Relationship, USA, Children, Organisation, Classroom Management
Author:	Rigg, P. and Allen, V.
Title:	**When They Don't All Speak English: Integrating the ESL Student into the Regular Classroom**
Date:	1989
ISBN/Publisher:	National Council of Teachers of English, Illinois

Collection of research and essays on integration of ESL students in classrooms of native English speakers. Mainly directed at children's schooling, recommendations are made for ways of including ESL needs within other curriculum areas.

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Category:	**Second Language Teaching**
Keywords:	Reading, Writing, USA, Talking, Cultural Background, Children
Author:	Rigg, P. and Enright, D. Scott (eds.)
Title:	**Children and ESL: Integrating Perspectives**
Date:	1986
ISBN/Publisher:	TESOL Publications

Collection of essays by US researchers and teachers on teaching English to children who speak other languages focuses on context, the holistic nature of language, and children's communication needs. Children-orientated.

Category:	**Second Language Teaching**
Keywords:	ESOL, Second Language Acquisition, Teaching Methods, Learning Methods
Author:	Rigg, Pat
Title:	**Whole Language in TESOL**
Date:	1991
ISBN/Publisher:	TESOL Quarterly, 25, 3, 521-47, Fall 1991

Presents key aspects of the whole-language perspective; describes examples of whole-language principles in practice in elementary, secondary and adult ESL programmes; and reviews recent whole-language research on second language development. 56 references

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Category:	**Second Language Teaching**
Keywords:	ESOL, Second Language Acquisition, Testing, Bilingualism, Psycholinguistics, Sociolinguistics, Assessment
Author:	Rivera, C. Simich, Carmen
Title:	**Language Proficiency Assessment: Research Findings and their Application**
Date:	1982
ISBN/Publisher:	In Issues of Language Assessment: Foundations and Research. Proceedings of the Annual Language Assessment Institute, Evanston, Illinois, 17-20 June 1981

Current research is reviewed for implications for language proficiency assessment practices. Research is discussed concerning adult language proficiency testing, cognitive studies which attempt to conceptualise the construct of language proficiency, development of theoretical models of communicative competence, studies investigating the validity of measures of communicative competence, and ethnographic/sociolinguistic studies of children's functional use of language. Studies and practices reviewed include: The Foreign Service Institute oral interview test, Clark's proposal to develop a common measure of speaking proficiency, studies on cognitive-academic language proficiency and basic interpersonal communication skills, models for identifying features of interpersonal and group communication, the distinction between and integration of sociolinguistic and linguistic competence as components of communicative proficiency, functional uses of language in bilingual and monolingual classrooms, studies on language variation, comparisons between home language skills and classroom communication, and the development of the Teacher Observation System for teacher training with a focus on ethnographic and sociolinguistic perspectives.

■

Category:	**Second Language Teaching**
Keywords:	Second Language, Teaching Methods, Learning, Monitor theory
Author:	Scarcella, R. and Krashen, S. (eds)
Title:	**Research in Second Language Acquisition**
Date:	1980
ISBN/Publisher:	Newbury House, Rowley, Mass.

Title only.

Category:	**Second Language Teaching**
Keywords:	ESOL, Second Language Learning, Phonemes, Tests
Author:	Scholes, R.J.
Title:	**Phoneme Deletion and Literacy in Native and Non-native Speakers of English**
Date:	1991
ISBN/Publisher:	Journal of Research in Reading, v14, n2, Sept 91

An oral test of phoneme deletion and a written test of literacy (the Measure of Adult English Proficiency) administered to native and non-native speakers. Performance is compared and suggested that phoneme deletion is sensitive to degree of literacy as well as to native language, while the written test is not sensitive to native language variation

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Category:	**Second Language Teaching**
Keywords:	ESOL, Second Language Acquisition, Teaching Methods, Student-tutor Relationship, Classroom Management, Assessment
Author:	Seliger, Herbert W., and Long, Michael H. (eds)
Title:	**Classroom Oriented Research in Second Language Acquisition**
Date:	1983
ISBN/Publisher:	Newbury House Publishers, Inc., Rowley, MA 01969-1599 ($15.95)

A collection of works concerning classroom research methodology, learner strategies and variables, teacher speech, teacher and learner feedback, and second language classroom communication has been compiled. It includes: 'What is classroom oriented research?' (Herbert W. Seliger and Michael H. Long); 'Inside the black box: methodological issues in classroom research on language learning' (Michael H. Long); 'Risk-taking and the language learner' (Leslie M. Beebe); 'Competitiveness and anxiety in adult second language learning: looking 'at' and 'through' the diary studies' (Kathleen M. Bailey); 'Inferencing: testing the hypothesis-testing hypothesis' (Ellen Bialystok); 'Foreigner talk in the classroom – an aid to learning?' (Craig Chaudron); 'Foreigner Talk in content classrooms' (Linda A. Schinke-Llano); 'Teacher-student interaction in bilingual classrooms: four approaches to error feedback' (Nancy Johnson Systrom); 'Learner feedback: an exploratory study of its role in the second language classroom' (Stephen J. Gaies); 'Exploring relationships between developmental and instructional sequences in L2 acquisition' (Patsy M. Lightbown); 'Learner interaction in the classroom and its effects on language acquisition (Herbert W. Seliger); 'Classroom foreigner talk discourse: forms and functions of teachers' questions' (Michael H. Long, Charlene J. Sato); and 'Assessing global second language proficiency' (Diane Larsen-Freeman).

Category:	**Second Language Teaching**
Keywords:	Second Language Teaching, Adult-child Comparisons, Age, Social/cultural Influences, Second Language Acquisition
Author:	Snow, C.E.
Title:	**Age Differences in Second Language Acquisition: Research Findings and Folk Psychology**
Date:	1983
ISBN/Publisher:	Chapter in Bailey, K.M., Long, M.H. and Peck, S. (eds) Second Language Acquisition Studies. 0-88377-259-0. Newbury House

Research that investigates two questions: (a) why do older people learn second languages faster than young children, and (b) why does the misconception persist that teenagers and adults are slower than younger children.

Finds that (i) age confers a positive, not negative advantage on second language learners; (ii) the age curve for speed and ease of second language acquisition is such that notions of brain plasticity, increasing localisation, lateralisation and the critical period are totally irrelevant in explaining the age differences; (iii) when characteristics of the linguistic input to second language learners of different ages are taken into account, the superior ability of the older learners becomes even more striking.

Category:	**Second Language Teaching**
Keywords:	Second Language, Canada
Author:	Swain, M., S. Lapkin, N. Raven and D. Hart
Title:	**The Role of Native Language Literacy in Third Language Learning**
Date:	1990
ISBN/Publisher:	In Norris, S. and L.M. Phillips, Foundations of Literacy Policy in Canada. 1-55059-020-0. Detselig Enterprises Ltd.

Discusses the way in which literacy in a first or second language promotes acquisition of another language.

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Category:	**Second Language Teaching**
Keywords:	ESOL, Surveys, Demography, Policy, Programmes, USA, Statistics
Author:	US Office of Vocational and Adult Education
Title:	**Teaching Adults with Limited English Skills: Progress and Challenges**
Date:	1991
ISBN/Publisher:	Office of Vocational and Adult Education, Division of Adult Education and Literacy, Washington DC

A summary of current demographic trends, best practices, and federal initiatives in adult literacy is presented as a reference for practitioners in the field who are involved in delivering education services to adults with limited English skills. The report is based on US Dept of Education annual state adult education statistical and performance reports, summaries of selected special research, demonstration and teacher training projects, conversations with state and local ESL instructors and administrators, professional organisations, state directors of adult education, and reports from federal compliance reviews and site visits. This report contains chapters on: the ESL programme in adult education; state perspectives on issues and actions; promising practices; and federal commitment. Appended are excerpts from the Adult Education Act; a list of state directors of adult education and ESL consultants; ESL enrolments by state; an annotated bibliography of selected ESL demonstration and teacher training projects; suggested resources; and a bibliography that contains 13 references.

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Category:	**Second Language Teaching**
Keywords:	Linguistics, Second Language Acquisition, Teaching Methods
Author:	Van Lier, L.
Title:	**The Classroom and the Language Learner: Ethnography and Second Language Classroom Research**
Date:	1988
ISBN/Publisher:	

A guide for the conduct of classroom research. Examines settings and aims, objectives and method of classroom research, and relates these to different paradigms within applied linguistics.

Category:	**Second Language Teaching**
Keywords:	ESOL, Language Acquisition, Teaching Methods, Second Language Learning
Author:	Wales, L.
Title:	**Literacy for Learners of English as a Second Language**
Date:	1990
ISBN/Publisher:	In F.Christie (ed.) Literacy for a Changing World, 167-86

Title only

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Category:	**Second Language Teaching**
Keywords:	Reading, Second Language, Reading Processes, Cultural Background, Cultural Differences, Social/cultural Influences, Sociolinguistics
Author:	Wallace, Catherine
Title:	**Learning to Read in a Multicultural Society. The Social Context of Second Language Literacy**
Date:	1988
ISBN/Publisher:	0-13-527516-4. Prentice Hall (English Language Teaching)

A book for teachers of reading to adults and children. Introduces the view of (i) reading practices as context and culture specific, and (ii) meaning as achieved with extra-textual references to 'knowledge of the world'. Sees problems of multicultural context as arising where there are mismatches between writer's intention and reader's knowledge and expectations. Chapters on learning to read language and the learner, extending reading. Chapter 8 contains a review of course materials available for use in multicultural classrooms.

Category:	**Second Language Teaching**
Keywords:	USA
Author:	Weber, Rose Marie
Title:	**Reading: United States**
Date:	1983
ISBN/Publisher:	Annual Review of Applied Linguistics, 4, 111-23, 1983

An exploration of the increasingly important role of linguistics in literacy research and instruction reviews literature on reading comprehension, written language, orthography, metalinguistics, classroom language use, reading disabilities, native tongues, nonstandard dialects, bilingual education, adult literacy and second language reading (86 refs).

Category:	**Second Language Teaching, Teaching Methods**
Keywords:	Second Language Learning, Teaching Methods, USA, Computers, Assessment, Spain, Phonics, Training, Staff Development
Author:	Wrigley, Heide S. and Guth, G.J.A.
Title:	**Bringing Literacy to Life: Issues and Options in Adult ESL Literacy**
Date:	1992
ISBN/Publisher:	0-9633702-0-0. Aguirre International/US Department of Education, San Mateo, CA

Results of a national research study funded by the US government to identify effective and innovative instructional approaches, methods and technologies for literacy instruction for adults using English as a second language. The report is qualitative in approach, rather than providing comparative data on particular approaches and gives many suggestions to programme developers and those providing staff development and training.

9. NUMERACY

Numeracy has generally been neglected by both researchers and practitioners of adult basic skills education, but is now becoming of increasing importance in policy-making and practice. The policy emphasis is partly a response to improved statistical information, which underlines how many adults have numeracy problems, and partly to interest in arguments that numeracy and mathematics skills are key to the improvement of workforce skill levels, and future economic prosperity (see also **Employment** section).

It is as difficult to agree on definitions of numeracy as to agree on definitions of literacy -perhaps more so, since it is easier and more common to argue for a relatively decontextualised and skill-based approach to teaching numeracy skills than is the case with literacy. A number of definitions of numeracy are used in extant studies which attempt to measure skill levels in the general population, the workforce, or among young people and adults in further education (see the **Statistics** and **Definitions** sections and Lapointe; Sewell). However, the rapidly shifting contexts in which maths is used in employment, and in everyday life, make it unlikely (and undesirable) that single or simple definitions or measures will develop.

Research of relevance to adult/post-compulsory education falls into four major areas (other than definition and measurement). These are the use of mathematics in everyday life; mathematics for employment; policy relating to numeracy standards; and teaching methods. There is also a small amount of work relevant to the important area of teacher/tutor training. Iddo Gal provides an excellent overview of current issues and research activity, albeit with a North American focus.

Mathematics in everyday life

Research in this area has made evident how different people's 'naturally occurring' practices are from those taught through formal education. There are obvious parallels here with the work of many researchers discussed in the **Social-Cultural Influences** section. However numeracy researchers tend to value the greater generalisability and potential of 'formal' mathematics, and are generally interested in understanding how to build on and incorporate everyday practice into numeracy programmes rather than arguing against the teaching of formal mathematics techniques.

Carraher's work is especially well known in this area. The reference given is one of a series of studies (and see also Saxe, and Harris ed.). In the UK, Sewell's work remains the main readily available source of detailed analysis of everyday adult practice.

Mathematics and employment

There is general agreement among researchers that, while mathematics use has changed, current and future patterns of employment will require sophisticated abilities to interpret and use quantitative information. A number of US surveys have looked at current workplace requirements (see **Employment** and **Definitions** sections). These have tended to use lists of skill descriptors: whereas UK work, apart from ALBSU's Basic Skills and Jobs, has been smaller-scale and more concerned to understand the use of maths/numeracy as part of the overall working environment. (See especially Harris; Strasser et al; Wolf; Howson & McLone; Wolf and Rapiau).

Scribner, Rogoff and Lave (working in the US) have carried out especially detailed ethnographic studies of workplace numeracy. While their major interest is in the light these shed on general cognitive processes and problem-solving, they underline the way in which numeracy is applied and used as part of an overall activity rather than being used as a sort of decontextualised 'tool kit.'

Numeracy policy

A number of references have been included here because of the increasing importance of numeracy in basic skills provision, and because these documents embody recent perspectives and analyses. (See also the **Policy** section.) The Cockcroft report, for example, was concerned with mathematics teaching in schools, but also with the interface between school policy and the needs of employers, adults generally, and higher education. It encapsulates much still-current thinking on the nature of numeracy, and several other important publications were commissioned by the committee. (See e.g. Sewell, Bell et al.) Of particular importance at present is the development of standards, especially in the UK, US and Australia. (NCTM; NCAL; ABE Maths Team: see also **Measurement** section. UK users may wish to consult documents relating to the delivery to standards of 'core skills' (including application of number) in vocational qualifications (NVQs, GNVQs and their Scottish equivalents). References are not included here because development is ongoing and no research evaluations are yet available.)

Teaching of numeracy

Although a great deal of the research on teaching is, once again, school-based, there are areas which have strong potential relevance to adult contexts. These include detailed work on learners' misconceptions and patterns of error: something on which a great deal of research has been done, and which has direct application to the classroom or tutoring situation (see especially Bell et al; Hart ed; Rees and Barr. Gal (ed), to be published in 1994 and 1995, will provide an overview of current thinking and research, with emphasis on relevance to practitioners.)

A second area of immediate relevance concerns the connection between mathematics and language. High levels of numeracy presuppose high levels of literacy, because applications of number/maths skills involve many issues relating to language. This is especially true when the mathematics is highly contextualised, as it is in both everyday life and employment situations. See e.g. Pimm, Laborde, O'Mara, Rothman & Cohen.

Reference has already been made to work by Scribner and Lave which relates cognitive psychology to use of numeracy in employment. There is relatively little work available which brings cognitive theory to bear on numeracy teaching methods. However, Greer provides an excellent overview of the subject. Wolf, Kelson and Silver's research demonstrates that theories about how people develop transferable numeracy skills have practical application to teaching and training methods. Blagg's successful work in encouraging development of thinking skills (see **Employment** section) includes numeracy examples, and is similarly grounded in cognitive theory.

Training

A reason for the relative neglect of numeracy has been the background of adult education tutors, which is overwhelmingly in literacy. As Sewell (in **Training** section) observes, many tutors are extremely anxious about numeracy and tend to avoid it, a problem also found in further education and school-based courses. Some of the references included in the **Training** section are of relevance, although, as noted there, there is little good research or evaluation of training procedures. Work on maths anxiety (Buxton, Tobias) may be as relevant to tutors as to students and see also Wolf on training for staff in youth training schemes.

Category:	**Numeracy**
Keywords:	Numeracy, Standards, USA
Author:	ABE (Adult Basic Education) Maths Team, Massachusetts
Title:	**NCTM Standards Adapted for Adult Education**
Date:	
ISBN/Publisher:	

See also National Council of Teachers of Mathematics entry. Adaptation of NCTM standards based on trialling of standards in adult contexts.

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Category:	**Numeracy**
Keywords:	Handbook, Teaching Methods, Numeracy
Author:	ALBSU
Title:	**An Introduction to Numeracy Teaching**
Date:	1982
ISBN/Publisher:	0-906509-19.

A handbook on teaching numeracy.

Category:	**Numeracy, Reviews**
Keywords:	Reviews, Numeracy, Definitions, Attitudes, Computers
Author:	ALBSU
Title:	**Numeracy. Viewpoints. A Series of Occasional Papers on Basic Education. Issue No. 1**
Date:	1984
ISBN/Publisher:	

This collection of papers focuses on numeracy education for adults. In a paper entitled Functional Numeracy, Terry Riley questions the underlying assumptions of functional numeracy and suggests that the term has often been distorted and oversimplified. Margaret Moss, in her paper The Language of Numeracy, stresses that numeracy has a language of its own: the code of mathematics that everyone learns in childhood. John Traxler's paper Computers in Basic Education discusses the importance of recognising computer technology's role as a teaching tool and as a key factor in our social, economic, and political future. In his paper entitled Numeracy, Publicity and Outreach, Ken Marks examines adults' attitudes towards returning to school and their general feeling of inadequacy with regard to mathematics. John Willis' paper Who are These People with Numeracy Problems? deals with the reasons why so many adults seem to have difficulty with numeracy. In a paper entitled Numeracy as a Communication and Coping Skill, Ros Penny states that although mechanical skills are necessary, they need to be used in conjunction with an understanding of basic mathematical concepts.

Category: **Numeracy**

Keywords: Numeracy, Literacy, Programme Evaluation, Policy

Author: ALBSU

Title: **Viewpoints No. 16: Numeracy**

Date: 1993

ISBN/Publisher:

Papers which review the importance of numeracy skills for adults, arguing that it should be viewed as a core skill alongside literacy. Contents: Reading comprehension in written mathematics problems (Sue Wareham); Can ordinary people do real maths? (Joan O'Hagan); Numeracy: a core skill or not? (George Barr); Sorting out statistics: confessions of a numeracy tutor (Sarah Oliver); Learning contracts in higher education: towards confidence in developing numeracy skills (Ian Beveridge and Gordon Weller); Effective provision of literacy and numeracy instruction for long-term unemployed persons (Joy Cumming).

■

Category: **Numeracy**

Keywords: Numeracy, Learning, Teaching Methods, Learning Strategies, Error Analysis, Schools

Author: Bell, A.W., Costello, J. and Küchemann, D.

Title: **A Review of Research in Mathematical Education. Part A: Research on Learning and Teaching**

Date: 1983

ISBN/Publisher: Windsor: NFER Nelson

Part A of a review commissioned by the Cockcroft Committee (op cit. See also Bishop & Nickson). Schools and child-oriented, reflecting the nature of most research: but many findings, especially those dealing with systematic errors and misconceptions, may generalise to adults.

Category: **Numeracy**

Keywords: Numeracy, Social/Cultural Influences, Staff Training, Organisational Issues, Schools, Women, Teacher Expectations, Attitudes

Author: Bishop, A. and Nickson, M.

Title: **Research on the Social Context of Mathematics Education**

Date: 1983

ISBN/Publisher: 0-7005-0613-6 (Windsor: NFER/Nelson)

Part B of a review of research in mathematical education commissioned by the Cockcroft Committee (op cit. See also Bell, Costello & Küchemann). Schools-oriented but includes material of direct relevance to those concerned with family influences; staff training; the effects of teacher expectations, and girls in mathematics.

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Category: **Numeracy**

Keywords: Numeracy, Learning, Target Groups, Maths Anxiety, Psychology

Author: Buxton, Laurie

Title: **Do You Panic about Maths? Coping with Maths Anxiety.**

Date: 1981

ISBN/Publisher: Heineman Educational Books, London.

Details of research carried out with a group of seven adults who suffer from maths anxiety, as they explore ways of overcoming their problem. Directed mainly at students, but gives insight on emotional side of learning to teachers also.

Category:	**Numeracy, Definitions**
Keywords:	Numeracy, Teaching, Social/cultural Influences, Children, Definitions, Learning
Author:	Carraher, T.N., Schlieman, A.D. and Carraher, D.W.
Title:	**Mathematical Concepts in Everyday Life**
Date:	1988
ISBN/Publisher:	In G.B. Saxe and M. Gearhart (eds) Children's Mathematics (San Francisco: Jossey Bass)

Mathematics is a stumbling block in school for many children, yet the same children seem to acquire considerable mathematical knowledge without systematic teaching in everyday life. This study examines this discrepancy by giving subjects the same mathematical tasks in 'street' and classroom (formal) conditions. Finds that many respondents could perform informal tasks that required a high degree of mathematical knowledge, but not the formal.

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Category:	**Numeracy, Policy**
Keywords:	Numeracy, Schools, Policy
Author:	Cockcroft, W.M.
Title:	**Mathematics Counts**
Date:	1982
ISBN/Publisher:	HMSO, London

Report of the Committee of Inquiry into the Teaching of Mathematics in Schools under the Chairmanship of Dr WH Cockcroft.

Very broad UK government report known as the Cockcroft Report, includes sections on: maths and adult life; maths and employment; maths in schools; facilities for teaching maths; teachers of maths; courses for maths teachers and recommendations. Useful as general overview, though now dated.

Category:	**Numeracy**
Keywords:	Numeracy
Author:	Dalbera, Claude
Title:	**Arithmetic in Daily Life and Literacy**
Date:	1990
ISBN/Publisher:	International Bureau of Education, Geneva, Switzerland

Title only.

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Category:	**Numeracy**
Keywords:	Numeracy, Teaching Methods, Learning, National Programmes, Computers, Assessment, Core Skills, Schools, Young People
Author:	Dowling, P. and Noss, R. (eds)
Title:	**Mathematics versus the National Curriculum**
Date:	1990
ISBN/Publisher:	1-85000-891-4. (Basingstoke: Falmer)

The chapters by Sutherland and Mellar provide a good overview of recent developments in the use of computers to teach mathematics, which are now being applied increasingly in post-16 education. The chapter by Wolf discusses problems which arise when assessing project-based mathematics/mathematics in context (as commonly used for core skills and vocational qualifications). Chapters by Küchemann and O'Reilly discuss teaching methods and learning problems in specific areas of mathematics.

Category:	**Numeracy, Policy, Definitions**
Keywords:	Numeracy, Policy, Learning, Measurement
Author:	Evans, J.
Title:	**The Politics of Numeracy**
Date:	1989
ISBN/Publisher:	In Ernest, P. (ed) Mathematics Teaching: The State of the Art

Examines the politics behind the current usage of the term 'numeracy' to denote a mirror image of literacy, and promote this in schools. Finds also however that lack of numeracy is relatively common, and contributes to the oppression of women, the working class and ethnic groups. Based on a discussion of numeracy statistics and related research.

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Category:	**Numeracy, Teaching Methods, Training Materials**
Keywords:	Numeracy, Teaching Methods, Materials Development, England and Wales, Scotland, Student Attitudes
Author:	Further Education Unit
Title:	**Numeracy Learning Packages for Further Education. A summary document**
Date:	1987
ISBN/Publisher:	0-948621-90-7 Further Education Unit, London, England.

A study examined the availability, cost and usefulness of numeracy packages for use in further education. 61 of 590 FE (including tertiary) colleges in England, Wales and Scotland (a 10.3% response rate) completed survey instruments. Relatively few books and packages were found to be widely used. Many staff members construct their own assignments and in spite of some apparent duplication of effort, there is some evidence that students preferred college-made assignments over commercial material. It appears that numeracy in FE is an underexploited, underresearched area of study and thus deserving of further research. Final section of the report includes a few ground rules for developing and using learning packages along with some cautionary notes about computer-based materials. Short appendix on numeracy workshops.

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Category:	**Numeracy**
Keywords:	Numeracy, Research, Teaching Methods, Reviews
Author:	Gal, I.
Title:	**Issues and Challenges in Adult Numeracy**
Date:	1993
ISBN/Publisher:	Technical Report TR93-15. National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (US$7.00)

Reviews the current state of research on adult numeracy, and identifies major areas in which work is needed at programmatic level, or in which research is required.

Category:	**Numeracy**
Keywords:	Numeracy, Family Literacy, Workplace, Job Skills, Teaching Methods, Groups
Author:	Gal, I. (ed)
Title:	**Numeracy Guide (3 vols)**
Date:	1994/1995
ISBN/Publisher:	National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111

Vol. 1 covers general issues in numeracy development; Vol. 2 deals with family maths; Vol 3. with workplace numeracy. Wide-ranging treatment: authors largely USA but also from UK, Holland, Australia.

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Category:	**Numeracy**
Keywords:	Numeracy, Cognition, Error Analysis, Learning, Teaching Methods, Comparative Reviews, International Surveys, Schools, UK, USA, Japan, Computers
Author:	Greer, B. and Mulhern, G. (eds)
Title:	**New Directions in Mathematics Education**
Date:	1989
ISBN/Publisher:	0-415-00541-8. (London: Routledge)

Introductory chapters by Greer and Mulhern provide an excellent overview of current thinking on the relevance of cognitive theory to mathematics education. Other chapters are largely school-oriented, and include comparative reviews of school maths curricula and teaching; but chapters by de Corte and Rangan discuss teaching methods which may generalise to adult teaching.

Category:	**Numeracy**
Keywords:	Numeracy, Teaching Methods, Women, Resources
Author:	Harris, M.
Title:	**An Example of Traditional Women's Work as a Mathematics Resource**
Date:	1987
ISBN/Publisher:	For the Learning of Mathematics 7.3

A discussion of the mathematics inherent in low-status 'women's work' and how this can be used in teaching. An example of Mary Harris' work on mathematics in textiles. See also Harris (ed) for other references.

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Category:	**Numeracy**
Keywords:	Numeracy, Employment, Job Skills, Social/cultural Influences, Gender, Training Projects, Youth, Computers, Comparative Reviews
Author:	Harris, M. (ed)
Title:	**Schools, Mathematics & Work**
Date:	1991
ISBN/Publisher:	1-85000-8983-0. (Basingstoke: Falmer)

A wide-ranging collection of articles encompassing the use of mathematics for practical and work purposes, mathematical education and the relationship between the two. Includes contributions from trainers and employers as well as researchers.

Category:	**Numeracy**
Keywords:	Numeracy, Learning, Error Analysis, Assessment, Schools, Youth
Author:	Hart, K.M. (ed)
Title:	**Children's Understanding of Mathematics 11-16**
Date:	1981
ISBN/Publisher:	Oxford: John Murray

Detailed analysis of performance in a range of mathematic skills, including applications to problems. Large national survey, and in-depth analysis of errors and strategies makes this relevant to those teaching older students.

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Category:	**Numeracy**
Keywords:	Numeracy, Employment, Job Skills
Author:	Howson, G. and McLone, R. (eds)
Title:	**Maths at Work: Appreciating the Uses of Mathematics**
Date:	1983
ISBN/Publisher:	0-435-52567. (London: Heinemann)

Still the most far-reaching review of ways in which mathematics is used in people's working lives. Deals with more advanced mathematics than would normally be covered in basic skills contexts: but a useful source of project ideas and illustrations.

Category:	**Numeracy**
Keywords:	Definitions, Numeracy, Canada
Author:	Kieran, C.
Title:	**The Role of Native Language Literacy in Third Language Learning**
Date:	1990
ISBN/Publisher:	In Norris, S. and L.M. Phillips, Foundations of Literacy Policy in Canada. 1-55059-020-0. Detselig Enterprises Ltd.

Discusses the National Council of Teachers of Mathematics new Standards for mathematical literacy and relates them to the use of mathematics in daily life.

■

Category:	**Numeracy**
Keywords:	Numeracy, Language, Learning
Author:	Laborde, C.
Title:	**Language and mathematics**
Date:	1990
ISBN/Publisher:	In P. Nesher and J. Kilpatrick (eds) Mathematics and Cognition (NY: Cambridge University Press)

Reviews several investigations into the role of language in the teaching and learning of mathematics. Considers some language problems students encounter when they attempt to learn maths. Finds that language problems in mathematics learning and teaching are very diverse, as language and mathematics learning are closely linked.

Category:	**Numeracy**
Keywords:	Numeracy, Job-related Basic Skills, Cognitive Processes
Author:	Lave, J., Murtaugh, M. and de la Rocha, O.
Title:	**The Dialectic of Arithmetic in Grocery Shopping**
Date:	1984
ISBN/Publisher:	In Rogoff, B. and Lave, J. (eds)Everyday Cognition: Its development in social context (Harvard University Press)

Analyses the way shoppers use calculations in everyday life, and the implications for cognitive theory.

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Category:	**Numeracy, Teaching Methods, Learning**
Keywords:	Numeracy, Learning, Teaching Methods, Cognition
Author:	McCallum, J.
Title:	**Exploiting Adult Learning Styles in Teaching Basic Maths**
Date:	1984
ISBN/Publisher:	Austr. J. of Adult Ed. v24, n2, p8-12

Deals with three adult education classes and the methods used to teach them basic maths. Two classes were taught in a conventional 'teach-practice-test' skill acquisition format and the final one using a structuralist approach in which the students were placed in a situation requiring analogical reasoning. Pre- and post-test results are analysed. Analogical teaching seemed to be considerably more effective in inculcating the ability to think numerically.

Category:	**Numeracy**
Keywords:	Numeracy, Measurement, Definitions, Policy
Author:	National Council of Teachers of Mathematics
Title:	**Curriculum and Evaluation Standards for School Mathematics**
Date:	1989
ISBN/Publisher:	NCTM, Reston VA

Report of Commission on Standards for School Mathematics (USA). Defines standards of mathematical literacy for American schools to serve the age of computers, and makes recommendations to revise curriculum to meet new standards.

■

Category:	**Numeracy**
Keywords:	Numeracy, Literacy, Reading
Author:	O'Mara, D.A.
Title:	**The Process of Reading Mathematics**
Date:	1981
ISBN/Publisher:	Journal of Reading, October 1981, p22-30

A review of literature on the relationship of the reading of language and the reading of mathematics. Compares the skills used in the comprehension of novels and stories to the skills used in the comprehension of mathematics.

Category:	**Numeracy**
Keywords:	Numeracy, Teaching Methods, Learning, Oral Skills, Schools
Author:	Pimm, D.
Title:	**Speaking Mathematically: Communication in Mathematics Classrooms**
Date:	1987
ISBN/Publisher:	0-415-03708-5. (Routledge)

Though based on school research, this book provides insights into the way communication about number or mathematics operates. Explores the structure of verbal interactions between student and teacher, and how they may best enhance learning and understanding.

■

Category:	**Numeracy, Employment**
Keywords:	Target Groups, Numeracy, Vocational Skills, Theses
Author:	Pirie, S.
Title:	**Deficiencies in basic mathematical skills among nurses: Development and evaluation of methods of detection and treatment**
Date:	1982
ISBN/Publisher:	PhD thesis, Nottingham

See also chapter in Howson & McLowe

Category:	**Numeracy**
Keywords:	Numeracy, Learning
Author:	Rees, Ruth and Barr, G.
Title:	**Diagnosis and Prescription. Some Common Maths Problems**
Date:	1984
ISBN/Publisher:	Harper

Book for teachers of mathematics to help them explore their students' understanding of maths. Introduces key concepts in numeracy development.

Introduces specific maths problems displayed by students, and diagnosis and rectification. Covers all aspects of early school maths.

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Category:	**Numeracy**
Keywords:	Literacy, Numeracy, Language Theory
Author:	Rothman, R. and Cohen, J.
Title:	**The Language of Math Needs to be Taught**
Date:	1989
ISBN/Publisher:	Academic Therapy Nov 1989 25(2)

Short article examining the relationship between teaching of maths and teaching of language, arguing that better teaching of the language of mathematics is necessary to enable better maths learning.

Category:	**Numeracy, Definitions**
Keywords:	Numeracy, Children, Functional Numeracy, Social/Cultural Influences, Brazil, Definitions
Author:	Saxe, G.
Title:	**Candy Selling and Math Learning**
Date:	1988
ISBN/Publisher:	Educational Researcher 17(6) p14-21

Investigates how Brazilian child candy sellers form and use mathematical understandings. Finds that sellers use knowledge acquired through business activity to work out school problems, while only a limited part of school learning is applied to the out-of-school situation.

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Category:	**Numeracy**
Keywords:	Numeracy, Employment, Job Skills, Cognitive Processes
Author:	Scribner, S.
Title:	**Studying Working Intelligence**
Date:	1984
ISBN/Publisher:	In Rogoff, B. and Lave, J. (eds)Everyday Cognition: Its development in social context (Harvard University Press)

Studies practical knowledge, and the application of numeracy skills, through ethnographic studies of the workplace. Discusses implications for cognitive theories and studies of problem-solving.

Category:	**Numeracy**
Keywords:	Numeracy, Schools, Youth, Computers, Teaching Methods
Author:	Selinger, M. (ed)
Title:	**Teaching Mathematics**
Date:	1994
ISBN/Publisher:	Routledge for the Open University

A reader designed for students taking the Postgraduate Certificate in Education. Useful and up to date summary on current debates on maths teaching in secondary schools. Sections on calculator use, small groups, and promoting understanding will be of particular relevance to those teaching adults or providing basic skills support.

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Category:	**Numeracy**
Keywords:	Definitions, Measurement, Levels, National Surveys, Functional Numeracy, England and Wales, Scotland
Author:	Sewell, B.
Title:	**Use of Mathematics by Adults in Daily Life**
Date:	1981
ISBN/Publisher:	ACACE

Full report on the ACACE/Gallup survey of 2890 people >16 years in England, Scotland and Wales – on levels of ability in handling maths needed for everyday circumstances.

Category:	**Numeracy**
Keywords:	Numeracy, Functional Numeracy, Workplace, UK
Author:	Sewell, Bridgid
Title:	**Use of Mathematics by Adults in Daily Life**
Date:	1981
ISBN/Publisher:	Enquiry Officers' Reports, Leicester

Study commissioned by British Department of Education and Science to study the most common mathematical needs of adults in order to function in daily life. Based on interviews of a sample of over 100 people of various skill levels, which relate mathematics ability to workplace use of mathematics. Concludes that an increased emphasis on teaching and learning through a functional approach, rather than on formal manipulation, would lead to improved mathematical competency amongst adults.

■

Category:	**Numeracy**
Keywords:	Numeracy, Programme Design, Job Skills
Author:	Steen, L.A. (ed)
Title:	**On the Shoulders of Giants: New Approaches to Literacy**
Date:	1990
ISBN/Publisher:	0-309-04234-8 (Washington DC: National Academy Press)

Discussion of how the mathematics or numeracy curriculum might best evolve to serve the needs of future generations in outside work.

Category:	**Numeracy**
Keywords:	Numeracy, Job Skills, Learning, Teaching Methods
Author:	Strässer, R., Barr, G., Evals, J. and Wolf, A.
Title:	**Skills versus Understanding**
Date:	1989
ISBN/Publisher:	Zentralblatt für didaktik der Mathematik 21, 6. Reprinted in Harris, M. (ed) Schools, Mathematics and Work

Draws a distinction between narrow mathematics skills teaching and the development of understanding and application: relates this to evidence on employers' requirements and effective teaching methods.

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Category:	**Numeracy**
Keywords:	Numeracy, Maths Anxiety, Learning
Author:	Tobias, S.
Title:	**Math Anxiety: What you can do about it**
Date:	1980
ISBN/Publisher:	Today's Education, Sept-Oct, p26-9

Short review of literature and practical suggestions for dealing with problem of maths anxiety. Finds that from being seen as a problem for girls in education, maths anxiety is now seen as a more general problem in schools.

Category	**Numeracy**
Keywords	Numeracy, Employment, Job-related Basic Skills
Author	University of Bath School of Mathematics
Title	**Mathematics in Employment 16-18**
Date	1981
ISBN/Publisher	Report to the Cockcroft Committee

Commissioned by the Cockcroft Committee (op cit). Rather outdated now, but provides very detailed analysis of maths used in entry-level jobs by young people.

■

Category	**Numeracy**
Keywords	Adult-child Comparisons, Numeracy, Adults, Policy
Author	Withnall, A., Osborn, M. and Charnley, A.
Title	**Review of Existing Research in Adult and Continuing Education**
Date	1984
ISBN/Publisher	National Institute of Adult Education

Examines research on adult numeracy in relation to that of children, and problems of adult numeracy in general. Argues that adult numeracy has unique problems, not addressed by research on children.

Category	**Numeracy**
Keywords	Numeracy, Qualifications, Teaching Methods, France, England, Employment, Job Skills, Organisational Issues, Standards, Youth
Author	Wolf, A.
Title	**Mathematics for Vocational Students in France and England: Contrasting Provision and Consequences**
Date	1992
ISBN/Publisher	Discussion Paper 23. National Institute of Economic & Social Research, 2 Dean Trench Street, Smith Square, London SW1P 3HE

Provides a detailed comparison of mathematics requirements and provision in French and English vocational education courses. Analyses the effects of different methods of delivery and assessment, including teaching methods and class organisation.

Category	**Numeracy**
Keywords	Numeracy, Employment, Job Skills, Training Schemes, Diagnosis, Assessment, Staff Training, Youth
Author	Wolf, A.
Title	**Practical Mathematics at Work: Learning through YTS**
Date	1984
ISBN/Publisher	Employment Department, Sheffield: R&D Report No. 21

Examines the numeracy problems of young people on UK training schemes, analyses the mathematical requirements of their training programmes, and discusses current practice in numeracy teaching. Presents principles of good practice, including diagnostic assessment, well-structured objectives, contextualised teaching materials and staff training.

■

Category	**Numeracy**
Keywords	**Numeracy, Job Skills, Standards, Organisational Issues, France, England, Youth**
Author	Wolf, A. and Rapaiu, M-T
Title	The Academic Achievement of Craft Apprentices in France and England
Date	1993
ISBN/Publisher	Comparative Education 29.1

A study of the mathematical achievement levels of English and French apprentices. Relates results to differing recruitment and progression routes in the two countries.

Category	**Numeracy**
Keywords	Numeracy, Teaching Methods, Learning, Training Schemes, Job Skills, Learning Theory, Cognition, Youth
Author	Wolf, A., Silver, R. and Kelson, M.
Title	**Learning in Context: Patterns of Skill Transfer and Their Training Implications**
Date	1990
ISBN/Publisher	R&D Monograph No. 43: Department of Employment, Sheffield

Results of a large scale experimental project involving trainees on Youth Training Schemes. Compared alternative methods of teaching numeracy and problem solving. Showed that use of a variety of contexts for teaching was most effective in improving trainees' abilities to generalise their numeracy skills to new problems and situations.

10. FAMILY LITERACY

Family literacy is one of the fastest growing areas of interest and of research activity at present (mid-1990s). This is itself the result of research findings, notably longitudinal surveys that show problems with basic skills to have long-term intergenerational effects (see **Statistics**). Young people with low levels of written or oral language skills are then unable to pass on skills, or encourage their children to develop appropriate ways of learning, and cycles of family illiteracy are established. Low skill levels have a direct effect on employment prospects and unemployment among parents again has a direct effect on the academic success and employment prospects of their children.

This analysis has been advanced with force, in the United States, by Thomas Sticht and Ruth Nickse in particular (see references in this section) and used to advocate and secure active family literacy programmes. A growing body of empirical evidence supports their arguments. For example, Fossem and Sticht cite data from the Intergenerational Literacy Action Research project, showing links between children's academic gains and mothers' schooling. Cervero and Kirkpatrick map the way in which family variables, including literacy levels, have an enduring effect on participation in schooling, well into adulthood. Sticht, in particular (see Sticht & McDonald 1989) emphasises the social nature of cognitive development and the importance, therefore, of conceptualising literacy policy with regard to family structures and cultural groupings.

In the UK longitudinal studies, involving particular cohorts who are tracked and interviewed at intervals, have provided conclusive evidence of the strength of the intergenerational effect. These studies are cited in the **Statistics** section of this bibliography (see for example ALBSU, Ekinsmyth and Bynner). They confirm that children and young people with low literacy skills tend to have children who themselves do badly at school and also that low levels of basic skills in childhood and youth have strong and enduring effects on adult success in employment.

Programmes and activities in response to these findings are now numerous in the United States (Darling, Nickse.) Nickse provides an overview of possible classifications and emphasises the difference between family programmes and intergenerational programmes which bring together groups of different ages without any necessary family ties. 'Family literacy' as such is only now starting to be an area of programme activity in the UK, although the country has a strong tradition of research and implementation in the more specific area of home-school links.

Home-school link programmes focus on improving children's literacy by involving parents very directly in literacy development, a process which also affects the parents' perceptions and skills. Programmes in Sheffield, Kirklees and Hackney have been especially well researched and documented. (Hannon, Topping.) A number of publications by Topping elaborate on specific, well-trialled techniques for parental involvement in their children's basic skills acquisition, in particular paired reading, but also cued spelling and paired writing. The literature emphasises the importance of very well-planned, structured, and monitored methods for involving parents as tutors, if the programmes are to have significant effects.

The evaluation literature on family literacy programmes as a whole is somewhat inconsistent in its conclusions. Auerbach, for example, criticises the theoretical stance of programmes which focus on teaching parents to do school-like activities at home. Nickse (1990) also argues that there is currently only limited evidence that family and intergenerational programmes work. In the UK, however, studies have found clear evidence of children's literacy levels improving as a result of parents' involvement as 'paired reading' tutors (Hannon, Topping). Sticht (1993) presents data indicating that children's literacy skills improve as a result of mothers' involvement in education programmes of their own. All emphasise the importance of focus and structure. Weiss and Jacobs provide an evaluation framework.

Category	**Family Literacy**
Keywords	Family Literacy, Programme Initiatives, Specific Approaches, Programme Evaluation
Author	ALBSU
Title	**Family Literacy: Getting Started**
Date	1993
ISBN/Publisher	ALBSU 1-870741-79 X.

Covers need for basic skills, effects of poor skills, approaches to family literacy and guidelines for developing family literacy programmes.

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Category	**Family Literacy: Social/cultural Influences**
Keywords	Social/cultural Influences, Family Literacy, Intergenerational Literacy, Programme Models, Workplace, Basic Skills Acquisition, Teaching Methods, Programme Evaluation, Teaching Strategies, USA, UK
Author	ALBSU
Title	**Family Literacy: Viewpoints No. 15**
Date	1993
ISBN/Publisher	ALBSU

A good overview and introduction to family literacy issues and research.

S. Darling: describes and comments on some of the current models for family literacy programmes in the US.

P. Hannon: describes Sheffield University project on parental involvement in children's literacy development. Includes research into home factors relating to school reading attainment and offers a framework for parental involvement in reading acquisition. (Sheffield)

Tom Sticht: places family literacy in the context of the needs of the workforce and examines interrelationships of literacy acquisition in these areas. (US)

Ray Phillips: traces the development of parent involvement initiatives against social and policy change, particularly the link between basic skills needs and anti-poverty strategies. (UK)

Keith Topping: detailed look at specific techniques for parental involvement in basic skills acquisition by children (pared reading, cued spelling and pared writing) (Dundee)

Ruth Nickse: explores issues of evaluation by seeking to establish a typology of family literacy programmes. (US)

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Category	**Family Literacy: Programme Evaluation**
Keywords	Family Literacy, Social/cultural Influences, Intergenerational Literacy, Programme Evaluation
Author	Auerbach, E.R.
Title	**Toward a Social Contextual Approach to Family Literacy**
Date	1989
ISBN/Publisher	Harvard Educational Review, 59, 2, 165-81

A critical analysis of family literacy programmes that focus on teaching parents to do school-like activities in the home and to assist children with homework. Auerbach contends that the theoretical stance of these programmes is not based on sound current research and argues that in practice these programmes assume that parents lack the essential skills to promote school success in their children. A broader definition of family literacy that acknowledges social reality and family strengths.

Category	**Family Literacy: Training Projects**
Keywords	Family Literacy, Training Projects, Resources, Bibliographies
Author	Bastiani, J. and Bailey, G.
Title	**Directory of Home-School Initiatives in the UK**
Date	1992
ISBN/Publisher	RSA/NAHT

Directory of LEAs, professional associations, home-school liaison projects and initiatives, national organisations and agencies responsive to parent concerns.

To be updated 1993.

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Category	**Family Literacy**
Keywords	Family Literacy, Social/cultural Influences, Schooling, Student Characteristics, Student Participation, Student Motivation, Organisational Issues, USA
Author	Cervero, R.M. and Kirkpatrick
Title	**The Enduring Effects of Family Role and Schooling on Participation in Adult Education**
Date	1990
ISBN/Publisher	American Journal of Education, 99, p77-94

Study of individual level variables influencing participation in adult education programmes.

Category	**Family Literacy**
Keywords	Literacy, Family Literacy
Author	Chall, J.S.
Title	**Developing Literacy**
Date	1987
ISBN/Publisher	in Wagner, D.A. (ed) The Future of Literacy in a Changing World

Title only.

■

Category	**Family Literacy: Training Provision, Programme Evaluation**
Keywords	Family Literacy, Intergenerational Literacy, Specific Approaches, Project Initiatives, USA
Author	Darling, S.
Title	**Family Literacy: an Intergenerational Approach to Education**
Date	1993
ISBN/Publisher	In ALBSU (1993) Viewpoints 15: Family Literacy

Describes the role of the National Centre for Family Literacy in combatting persistent educational problems in the US. The major functions and outcomes of three programmes, the Kenan Trust Family Literacy Programme, the Toyota Families for Learning Programme and the Kentucky Pace Programme are described and their effectiveness discussed.

Category	**Family Literacy**
Keywords	Family Literacy, Intergenerational Literacy, Social/cultural Influences, Women, USA
Author	Fossem, S.V. and Sticht, T.G.
Title	**Teach the Mother and Reach the Child: Results of the Intergenerational Literacy Action Research Project of Wider Opportunities for Women**
Date	1991
ISBN/Publisher	Washington DC: Wider Opportunities for Women

Empirical evidence from the Intergenerational Literacy Action Research Project (ILAR) demonstrating the connection between children's academic gains in school and the mother's current schooling. Findings challenge the notion that adult education programmes intervene too late to solve the nation's educational skills problems. The authors call for re-examination and re-investment in the education and training of adult women, especially those with children.

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Category	**Family Literacy**
Keywords	Family Literacy, Social/cultural Influences, Cognition, Learning
Author	Goelman, H., Oberg, A. and Smith, F. (eds)
Title	**Awakening to Literacy**
Date	1984
ISBN/Publisher	Heinemann Educational Books

Papers from a symposium on 'Children's Responses to a Literate Environment: Literacy before Schooling' 4 parts:

1) Literacy and culture
2) Learning to be literate
3) Literacy and cognition
4) Commentaries

Includes relevant discussion of research into parents' role in literacy development. Chapter 2: Anderson & Stokes question the emphasis on cultural impediments to literacy at the expense of institutional forces that structure different groups. Chapter 3: Leichter explores the role of families as environments for literacy development. Chapter 4: Brice Heath and Thomas look at the achievement of pre-school literacy for mother and child.

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Category	**Family Literacy, Social/cultural Influences**
Keywords	Family Literacy, UK
Author	Hannon, P.
Title	**A Study of the Effects of Parental Involvement in the Teaching of Reading on Children's Reading Test Performance**
Date	1987
ISBN/Publisher	British Journal of Educational Psychology, 57, 56-72

Study of home factors in school reading attainment. Parents, even in very disadvantaged circumstances, were often very active in helping children learn to read and write. Help was positively associated with school reading attainment, most parents wanted to help more, and intervention to increase that help was feasible.

Category:	**Family Literacy: Training Projects**
Keywords:	Family Literacy, UK
Author:	Hannon, P.
Title:	**Intergenerational Literacy Intervention: Possibilities and Problems**
Date:	1993
ISBN/Publisher:	In ALBSU (1993) Viewpoints No. 15: Family Literacy

Examines the role of parents in children's early literacy development. Describes the Sheffield Early Literacy Development Project on how to promote parental involvement. Includes references of publications from the Sheffield research.

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Category:	**Family Literacy**
Keywords:	Family Literacy, UK
Author:	Hannon, P., Weinberger, J. and Nutbrown, C.
Title:	**A Study of Work with Parents to Promote early Literacy Development**
Date:	1991
ISBN/Publisher:	Research Reports in Education 6, 2, 77-97

Report on the Sheffield Early Literacy Development Project. The researchers engaged in a dialogue with parents about providing a model to improve early literacy experience. Focused on parents' abilities to recognise and provide opportunities for children to experience environmental print and writing as well as books.

Category:	**Family Literacy: Social/cultural Influences**
Keywords:	Social/cultural Influences, Intergenerational Literacy, Family Literacy, Target Groups, Reviews, Handbook, USA
Author:	Martin, Beverly A.
Title:	**Where are the Fathers in Family Literacy? Final Report. Project #98-1032**
Date:	1991
ISBN/Publisher:	Northampton Community College, Bethlehem, PA. Adult Literacy Division

A project was conducted for the following purposes: (1) to determine reading methods and practices specific to the father's role in family literacy through research in the field of reading, (2) to develop a curriculum incorporating this research, (3) to implement this curriculum with two groups of educationally disadvantaged fathers, and (4) to compile and print a student workbook and teacher's guide to distribute in Pennsylvania. A literature review pointed to the influence of families in the school success of their children, especially through early reading, language, and drawing activities. Most of the literature documented mother-child relationships, but a few studies showed higher reading achievement by boys whose fathers read to them. A curriculum focusing on literacy classes for young fathers and their children was developed and piloted in a class of nineteen fathers and a class of older fathers in a correctional institution. The programme was successful in both cases, but achieved better results with the older men. However, no children were able to participate in either group. Replication of the programme is planned for future classes with both fathers and children. 34 references.

Category	**Family Literacy: Measurement, Programme Evaluation**
Keywords	Family Literacy, Programme Evaluation, USA, Specific Approaches, Measurement
Author	Nickse, R.S.
Title	**A Typology of Family and Intergenerational Literacy Programmes: Implications for Evaluation**
Date	1993
ISBN/Publisher	In ALBSU (1993) Viewpoints No. 15: Family Literacy

After a brief overview of family and intergenerational literacy programme provision in the US, the paper describes means of identifying and classifying such programmes. It provides a framework for evaluating different types of programmes, makes clear the distinction between family and intergenerational programmes, and suggests different domains of measurement.

Category	**Family Literacy: Social/cultural Influences, Programme Evaluation**
Keywords	Family Literacy, Social/cultural Influences, Functional Literacy, Intergenerational Literacy, Programme Evaluation, Project Initiatives, Reviews, USA
Author	Nickse, R.S.
Title	**Family and Intergenerational Literacy Programs: an Update of the 'Noises of Literacy'**
Date	1990
ISBN/Publisher	Columbus, Ohio: Ohio State University. ERIC Clearinghouse on Adult, Career and Vocational Education

Important resource. Offers excellent background on the growth of family literacy programmes and current working programme models.

An overview of practice in family and intergenerational literacy programmes which reports on the development, identifies trends, issues and concerns and recommendation of further research and development. Chapter 2 describes the research base that underlies the practice and cites research from the fields of adult and emergent literacy, cognitive sciences, early childhood education and family system theory.

Category	**Family Literacy: Programme Evaluation**
Keywords	Family Literacy, Intergenerational Literacy, Programme Evaluation, USA
Author	Nickse, R.S.
Title	**Family Literacy and Community Education: Prospects for the 90s**
Date	1990
ISBN/Publisher	Journal of Community Education, 3, p12-18

Arguing that there is currently only limited evidence that family and intergenerational literacy programmes work, the paper discusses different types of intervention and considers the usefulness of a typology of community needs assessment to identify and classify services.

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Category	**Family Literacy: Programme Evaluation**
Keywords	Family Literacy, Intergenerational Literacy, Training Provision, Programme Evaluation, USA
Author	Nickse, R.S.
Title	**The Noises of Literacy: an Overview of Intergenerational and Family Literacy Programmes**
Date	1989
ISBN/Publisher	ERIC Documentation Reproduction Service

Provides an overview of family and intergenerational literacy programmes in the US.

See Nickse (1990) for an update on these initiatives.

Category	**Family Literacy: Social/cultural Influences**
Keywords	Family Literacy, Social/cultural Influences, Intergenerational Literacy
Author	Nickse, R.S
Title	**The Noises of Literacy: Intergenerational and Family Literacy Project - A summary**
Date	1991
ISBN/Publisher	In Adult Literacies: Intersections with Elementary and Secondary Education. Special Anthology: Hot Topics in Education. A. Newman and C. Beverstode (eds), Phi Delta Kappan

Summary overview. See also Nickse (1989).

Category	**Family Literacy: Reviews, Measurement, Target Groups**
Keywords	Family Literacy, Reviews, Definitions, Measurement, Workplace Literacy, Adult-child Comparisons
Author	Phi Delta Kappan
Title	**Adult Literacies: Intersection with Elementary and Secondary Education**
Date	1991
ISBN/Publisher	Phi Delta Kappan, Centre on Evaluation, Development and Education: Hot Topic Series, Bloomington

Excellent introduction to adult literacy and connection with child literacy.

Collection of readings from important writers in the field: Chisman, Fingeret, Stedman, Kaestle, Sticht, Lerche, Dekhoff, Nickse, Auerbach, etc.

Category	**Family Literacy: Social/cultural Influences, Organisational Issues**
Keywords	Family Literacy, Schemes, Social/cultural Influences, Project Initiatives, UK
Author	Phillips, R.
Title	**Parent Involvement in Family Literacy: an Anti-poverty Perspective**
Date	1993
ISBN/Publisher	In ALBSU (1993) Viewpoints No. 15: Family Literacy

Traces the development of parental involvement in family literacy against the background for broader social and policy change. The paper identifies issues pertinent to the development of family literacy schemes in the UK.

■

Category	**Family Literacy: Social/cultural Influences**
Keywords	Social/cultural Influences, Intergenerational Literacy, Family Literacy, Target Groups, Trends, Refugees
Author	Ranard, D.A.
Title	**Family Literacy: Trends and Practice**
Date	1989
ISBN/Publisher	America: Perspectives on Refugee Resettlement, 7, 1-4

Title only.

Category	**Family Literacy: Teaching Methods**
Keywords	Social/cultural Influences, Intergenerational Literacy, Staff Training, Volunteers, Reading Strategies, Family Literacy, Paired Reading, Teaching Methods, Scotland
Author	Scoble, John et al
Title	**Training Family and Friends as Adult Literacy Tutors**
Date	1988
ISBN/Publisher	Journal of Reading, v31, n6, p 410-17 Feb 1988

Examines volunteer tutors' use of the Paired Reading technique with adults. Although enjoyable and relatively effective, the technique needs improvement in order for long term benefits to result.

12 pairs - Kirklees. The project demonstrated the feasibility of the technique. Gains in children's reading ability through intensive use of the technique were noted but the rate of gain in comprehension declines markedly in the longer term when not reiterated.

Category	**Family Literacy: Programme Evaluation**
Keywords	Social/cultural Influences, Intergenerational Literacy, Family Literacy, Community Education, Student Attitudes, Programme Design, Surveys
Author	Silvern, S.B.
Title	**Advances in Reading/Language Research: A Research Annual**
Date	1991
ISBN/Publisher	Vol 5: Literacy through family, community and school interaction

Presents research directly related to reading and language and shows family/community interactions which impinge upon reading and language learning in children.

Overview of home/community studies.

Report on Head Start Delivery Modes Project which explored different effects of centre-based, home-based and mixed model delivery mode on parents' and children's literacy competence. A sample of 174 parent/child dyads used. Measures included PPUT and Head Start Measures Battery, teacher ratings, group observations of children and parent attitude measure.

Plus: The Home Observation for Measurement of the Environment (chapter by D.L. Peters, G.G. Bollin and R.E. Murphy).

Category	**Family Literacy: Social/cultural Influences**
Keywords	Target Groups, Workplaces, Intergenerational Literacy, Family Literacy, Training Programmes, Youth
Author	Sticht, T. G.
Title	**Literacy and Human Resources Development at Work: Investing in the Education of Adults to Improve the Educability of Children. Professional Paper 2-83**
Date	1983
ISBN/Publisher	Human Resources Research Organisation, Alexandria, Va. Address to National Academy of Education meeting, Toronto, Ontario, Oct. 1980

Research indicates that many illiterate youths and adults who become parents are unable to transfer high levels of oral language skills or to model literacy use for their children. Consequently their children begin school without the readiness skills necessary to learn to read, and thus continue a cycle of family illiteracy and employment problems. Studies indicate that among the benefits that could be attained from employer-sponsored literacy training programmes for marginally literate youths and adults while developing their literacy, oral language, and learning skills, the following human resources-related benefits would be attained:

- the value obtained from education dollars could be doubled
- youth and adult employment problems could be relieved
- children's ability to achieve in school could be improved

Research studies have confirmed that literacy skills and their use have a direct impact on proficiency and productivity in the workplace. Literacy programmes that focused training directly on teaching students how to perform job-related reading tasks resulted in improvements in both general and job-related literacy, with even brief programmes having significant impacts on workers' literacy skills. In light of the intergenerational benefits to be gained from job-related literacy programmes, researchers should seek cost-effective ways for employers to implement such programmes. A brief list of references.

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Category	**Family Literacy**
Keywords	Family Literacy Workforce Education, Specific Approaches, Project Initiatives, Job Skills
Author	Sticht, T.G.
Title	**Workforce Education, Family Literacy and Economic Development**
Date	1993
ISBN/Publisher	In ALBSU, Viewpoints No. 15: Family Literacy

Explores family literacy in the context of the needs of the workforce and examines the interrelationship of literacy acquisition in these different areas. Describes the Workforce Education and Lifelong Learning (WELL) strategy for education and economic reform, hypothesising that workforce education leads to greater productivity at work, home and school.

The data presented relate young adults' literacy skills to mothers' educational level and relate improvements in children's literacy skills after mothers' participation in education programmes.

Category:	**Family Literacy, Social/cultural Influences, Policy**
Keywords:	Social/cultural Influences, Intergenerational Literacy, Family Literacy, Cognition, Cultural background
Author:	Sticht, T.G. and Mcdonald, B.A.
Title:	**Making the Nation Smarter: The Intergenerational Transfer of Cognitive Ability**
Date:	1989
ISBN/Publisher:	Pennsylvania State University Institute for the Study of Adult Literacy

Background reading stressing the need for coordinated efforts in both children's and adult services in literacy. Stresses the importance of intergenerational instruction and the need to build on the strengths of culturally diverse groups. Examines educational policy, practice and the social nature of cognitive development. Makes recommendations based on studies of intergenerational effects.

Category:	**Family Literacy: Target Groups (Women)**
Keywords:	Social/cultural Influences, Family Literacy, Women
Author:	Sticht, T.G. and McDonald, B.A.
Title:	**Teach the Mother and Reach the Child: Literacy Across Generations**
Date:	1990
ISBN/Publisher:	International Bureau of Education/UNESCO

Considers the need to develop and sustain literacy across the generations. Discusses maternal influences on child mortality, health and pre-school development and on success in the school years. Argues for greater investment in women's education.

■

Category:	**Family Literacy**
Keywords:	Social/cultural Influences, Family Literacy, Intergenerational Literacy, UK, USA
Author:	Topping, K.J.
Title:	**Parents as Educators: Training Parents to Teach their Children**
Date:	1986
ISBN/Publisher:	London: Croom Helm

Long known that parental influence is greater than that of school.

UK has pioneering role in promoting parental involvement in schools (cf Plowden Report). Similar trends in USA.

Looks at role of parents and how to involve them in their children's schooling.

Category:	**Family Literacy: Teaching Methods**
Keywords:	Social/cultural Influences, Family Literacy, Intergenerational Literacy, Reading Strategies, Teaching Methods, Paired Reading
Author:	Topping, K.J.
Title:	**Short and Long Term Follow-up of Parental Involvement in Reading Projects**
Date:	1992
ISBN/Publisher:	British Educational Research Journal, 18 (4), 369-80

See also Topping & Lindsay (1992).

In the context of this study the training of parents is mentioned.

First research to report on the follow-up (6-82 week range) to 14 paired-reading projects involving parents as tutors at home.

Category:	**Family Literacy: Teaching Methods**
Keywords:	Family Literacy, Teaching Methods, Paired Reading
Author:	Topping, K.J.
Title:	**Techniques in Family Literacy**
Date:	1993
ISBN/Publisher:	In ALBSU Viewpoints No. 15: Family Literacy

Examines specific techniques for parental intervention in basic skills acquisition by children. Methods, organistion and effectiveness of three tutoring systems (paired reading, cued spelling and paired writing) are discussed.

A checklist of criteria likely to maximise the success of educators' own local procedures is provided.

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Category:	**Family Literacy: Teaching Methods**
Keywords:	Social/cultural Influences, Family Literacy, Reading Strategies, Surveys, Paired Reading, Teaching Methods
Author:	Topping, K.J. and Lindsay, G.A.
Title:	**Paired Reading – a Review of the Literature**
Date:	1992
ISBN/Publisher:	Research Papers in Education, 7, 3, 199-246

Synthesis and analysis of research on the paired reading technique for non-professional tutoring. Data for many small scale studies are compared with the very large quantities of new data available from multi-site field trials in the Kirklees LEA.

Category:	**Family Literacy: Teaching Methods**
Keywords:	Social/cultural Influences, Family Literacy, Reading Strategies, Teaching Methods
Author:	Topping, K.J. and Wolfendale, S. (eds)
Title:	**Parental Involvement in Children's Reading**
Date:	1985
ISBN/Publisher:	

How parents can help

- listening
- paired reading
- methods
- variations
- projects involving parents

Reviews past and current practice, details of local schemes, materials and methods

Category:	**Family Literacy: Programme Evaluation**
Keywords:	Social/cultural Influences, Intergenerational Literacy, Family Literacy, Programme Evaluation
Author:	Weiss, H.B. and Jacobs (eds)
Title:	**Evaluating Family Programs**
Date:	1988
ISBN/Publisher:	New York: Aldine de Gruyter

Case studies, research instruments and information for family literacy programmes, providing a framework for evaluation

11. EMPLOYMENT

Much of the recent research included in this bibliography has emphasised social and cultural influences, and the need to relate the meaning and teaching of literacy to the needs of the individual learner. This approach tends to be contrasted with external or centrally-imposed definitions of literacy levels, or with anything approaching a 'deficit model'. However, there is another major 'growth area' in literacy research with a very different emphasis. Literacy in and for employment is increasingly important as an area of research: and, inevitably, involves interest in 'external' requirements, in the form of industrial and commercial demands and needs.

The growth of research in this area obviously reflects the availability of funding – largely from governments – but this itself is the result of an evolving policy consensus. The modern world economy is one of rapid and constant technical progress, in which Western industrialised countries can maintain prosperity only by developing a highly skilled workforce. In the last decade the importance of education and training policy has become an area of overwhelming, cross-party consensus. Changes in the employment market underpin this position. A long-term decline in unskilled jobs is now making itself felt in all industrialised countries, with high levels of unemployment for people (especially men) with low levels of education and training. This unemployment is not simply a result of temporary economic recessions but reflects structural changes in the labour market.

Throughout the industrialised world, therefore, there is increasing interest in the literacy and numeracy requirements of the modern economy, and the degree to which these are being met by the current workforce. Policy supports remedial programmes to upgrade not only the skills of young people, but of the adults who make up the bulk of the workforce. This increased interest is apparent in many of the works cited in the **Statistics** and **Measurement** sections. See, for example, Mentowski and Short and Grognet in the latter, and in the former ALBSU's work on the cost to industry of low basic skills. A growing and consistent body of research underlines industry's interest in high levels of 'basic skills' or 'general skills' (numeracy and literacy) rather than in highly specific vocational ones which are seen as too narrow to form a basis for future productivity. Industry views, in turn, are supporting the policy emphasis on basic skills instruction and support in further education and training programmes.

A number of the references in this section contain extremely detailed analyses of workplace requirements for basic skills. (See e.g. Atkinson et al; Diehl and Mikulecky, Hull & Sechler, Patterson, Taylor & Lewe. See also **Numeracy** section for discussions of workplace mathematics requirements.) Mikulecky, for example (one of the most important US researchers in this area), emphasises the difference between workplace reading and writing and the way these subjects are approached and used in school. The problem-solving nature of workplace use of basic skills – i.e. its essentially short-term instrumental orientation – is emphasised: as are the increased amount and levels of reading required of workers, and the amount of time spent using manuals.

Many authors recommend the integration of literacy programmes and support into workplace activities. The UK government has funded a number of programmes intended to promote and develop workplace-based learning, which is generally seen as motivating and relevant in a way that classroom programmes, or those based in educational institutions, cannot be. (See e.g. Levy.) Workplace literacy programmes are also a US government priority. (Imel) However, research evidence suggests that establishing successful literacy programmes in the workplace is very difficult. (See e.g. Evans; Francis; Wells in NCAL/OECD, 1994.)

Although most of the current research and analysis on employment-related literacy is highly practical in focus, and concerned with the link between skills and productivity, there is also a developing tradition of research into how skills are actually acquired and developed in the workplace. (See also **Numeracy** section.) Scribner and Sachs, for example, explore the process of knowledge acquisition and learning at work. While this strand of research is only now developing, it seems likely to have direct implications not only for workplace literacy provision, but more generally for teaching methods and the understanding of adult learning

Category:	**Employment, Target Groups**
Keywords:	Workplace Basic Skills, Target Groups, National Surveys, Statistics
Author:	ALBSU
Title:	**Making it Happen – Improving the Basic Skills of the Workforce**
Date:	1993
ISBN/Publisher:	ALBSU 1-870741-722

A summary booklet which draws together research by Gallup on the cost to industry of poor basic skills and the Institute of Manpower Studies' survey of basic skills provision and needs in the workforce. It publicises ALBSU's activities and resources in this field.

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Category:	**Employment**
Keywords:	Handbook, Target Groups, Vocational Training, Workplace, Quality Indicators, UK
Author:	ALBSU/Employment Training Agency
Title:	**Literacy and Numeracy for Work. Case studies for Training Agents and Training Managers**
Date:	
ISBN/Publisher:	ALBSU

Case studies which illustrate good practice in organising teaching and learning in basic skills at work programmes.

Category:	**Employment**
Keywords:	Employment, Statistics
Author:	ALBSU/Manpower Studies
Title:	**Basic Skills and Jobs**
Date:	
ISBN/Publisher:	ALBSU

Report of statistical study designed to assess the level of demand for reading, writing, oral communication and numeracy skills at work, for a variety of occupations. Also available: The Basic Skills Needed at Work: A Directory.

■

Category:	**Employment, Measurement**
Keywords:	Target Groups, Job-related Basic Skills, Testing, Measurement, USA
Author:	Anderson, William W. and Stewart, Oran J.
Title:	**Testing Job-Specific Literacy of Industrial Workers: Cooperation between Educators and Industry**
Date:	1989
ISBN/Publisher:	Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, 29 March 1989

A test of job-specific literacy, called the McCoy Assessment of Worksite Literacy Abilities (MAWSLA), could not predict the job success of the 100 employees who took it. The 108-item test was based on literacy tasks encountered by employees in the course of a routine day at McCoy Electronics Company, a 560-employee firm in Pennsylvania.

Category:	**Employment**
Keywords:	Assessment, Workplace, Literacy, Programme Evaluation, Programme Design
Author:	Askov, E.N.
Title:	**Approaches to Assessment in Workplace Literacy Programs: Meeting the Needs of all the Clients**
Date:	1993
ISBN/Publisher:	Journal of Reading 36.7 Apr 1993

Argues that assessment in workplace literacy programmes must meet not only needs of learners, but also the needs of unions, management and literacy providers. Suggests ways of satisfying all those needs, examining learner-centred assessments, union-centred assessments, management-centred assessments and provider-centred assessments.

Category:	**Employment**
Keywords:	Target Groups, Workplace Basic skills, national surveys, research methods, England and Wales
Author:	Atkinson, J. Spilsbury, M. and Williams M.
Title:	**The Basic Skills Needed at Work: a Directory**
Date:	1993
ISBN/Publisher:	1-870741-633. ALBSU/Institute of Manpower Studies. £6 from ALBSU

A companion report to Basic Skills and Jobs. The directory presents full data and details on the requirements for, and the supply of, basic skills in the workforce of England and Wales. The research surveys the activities of 73 Training and Enterprise Councils. The directory firstly considers the overall level of demand for reading, writing, numeracy and oral communication skills and how the need varies in the workplace. It then looks at each of the four skills to establish the level of attainment required. The source of the demand from employers is then investigated and the adequacy of current basic skills supply is reviewed. An appendix provides details of the research method and sample considerations.

Category:	**Employment, Statistics**
Keywords:	Employment, Statistics, Job Related, Basic Skills, National Surveys, Numeracy, USA
Author:	Barton, Paul E. and Kirsch, I.S.
Title:	**Workplace Competencies: the Need to Improve Literacy and Employment Readiness. Policy Perspectives Series**
Date:	1990
ISBN/Publisher:	

Employers find it increasingly difficult to hire competent workers, in part because expectations are rising in the face of global competition. A single standard of literacy is an inadequate measure. The National Assessment of Educational Progress' profile of 3,600 young adults measured three types of literacy: prose (reading and interpretation), document (using tables and charts), and quantitative (performing numerical operations). The study concluded that, among entry workers, (1) relatively small proportions are proficient at moderate or relatively complex tasks; (2) minority groups' scores were generally lower; and (3) the longer the time in school, the higher the literacy proficiency. More information is needed about the literacy levels of occupations. In addition to literacy, employers are demanding employability, problem-solving, interpersonal, and other skills; some claim that the future workplace may have even higher requirements. Clearly, present literacy levels are too low to meet even current needs. The following actions are recommended: (1) address information processing skills; (2) expand proficiency measures beyond classroom reading; (3) develop instructional approaches that simulate real experience; and (4) improve evaluation measures by developing employment readiness profiles, conducting longitudinal literacy studies, and analyzing the literacy needs of occupations. (23 references)

Category:	**Employment**
Keywords:	Employment, Job-related Basic Skills, Learning, Teaching Methods, Cognitive Processes, Attitudes
Author:	Blagg, N./Employment Department
Title:	**Thinking and Learning at Work**
Date:	1993
ISBN/Publisher:	Sheffield: Employment Department

Summarises findings and major themes of a series of projects commissioned by the Employment Department, including Thinking Skills at Work (Blagg et al) and Teaching Thinking Skills in Vocational Education (Soden). Provides sources/addresses for full reports. Emphasises importance of structured thinking about problems, of building up learners' self-esteem and motivation, and of facilitating rather than instructing.

Category:	**Employment, Bibliographies**
Keywords:	Target Groups, Workplace, Bibliographies, Assessment, Surveys
Author:	Business Council for Effective Literacy
Title:	**Workforce and Workplace Literacy. Selected References.**
Date:	1992
ISBN/Publisher:	$5.00 from Business Council for Effective Literacy, 1221 Avenue of the Americas, 35th floor, New York, NY10020 USA

This brief contains selected references on workforce and workplace literacy. The references are divided under the following headings: 10 how-to guides and assessment tools, 15 policy and research reports, and 4 surveys. Each listing may include: title, author(s), product description, cost, and publishing source.

Category:	**Employment**
Keywords:	Workplace Literacy, Training Programmes, Job Skills, USA
Author:	Chisman, F.P. and Campbell, W.L.
Title:	**Narrowing the Job-Skills Gap: a Focus onWorkforce Literacy**
Date:	1990
ISBN/Publisher:	In Chisman, F.P. & associates Leadership for Literacy (Jossey Bass, San Francisco)

Discusses ways in which the USA can effectively narrow the skills gap, including acknowledging dimensions, causes and implications of the problem and establishing effective, relevant and accountable programmes.

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Category:	**Employment**
Keywords:	Target Groups, Teaching Methods, Computers, Job Training
Author:	Education Turnkey Systems, Inc.
Title:	**The Job Training Partnership Act and Computer Assisted Instruction. Research Report 88-13**
Date:	1988
ISBN/Publisher:	National Commission for Employment Policy (DOL), Washington DC

A study sought to (1) determine the current and potential instructional application of computers in Job Training Partnership Act (JTPA) Titles II, III, and IV programs; and (2) present policy options that would increase the effective use of this technology in employment and training programmes. Research methodology involved conducting an assessment of available data, obtaining information from individuals involved in JTPA, and preparing a baseline report. The study found various degrees of use of instructional applications of this technology in the four JTPA programs studied: in Title IIA, computers are used for both instructional management and computer assisted instruction especially when serviced by large school districts or national service providers; in Title IIB computer assisted instruction is used more often than computer managed instruction; in Title III Dislocated Worker programs, computer related technology is rarely used; and under Title IV computers are being used to provide at least some education or occupational training in more than 90 % of all Job Corps centres. Barriers to effective use of computers in JTPA include lack of information, funding constraints, lack of staff development, lack of software designed for adults, and the school-JTPA relationship. Recommendations were made to create investment funding mechanisms to set up computer equipment and to create a national technology resource centre. More than half the document contains case studies of five exemplary sites. References and site contacts are included.

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Category:	**Employment**
Keywords:	Target Groups, Older Adults, Reviews
Author:	ERIC Clearinghouse on Adult, Career and Vocational Education
Title:	**Older Worker Training: an Overview**
Date:	1991
ISBN/Publisher:	ERIC Digest No. 114

Focuses on issues and concerns, gives some responses from research and practice, and selected references.

Category:	**Employment**
Keywords:	Target Groups, Workplace, Reviews
Author:	Eric Clearinghouse on Adult, Career and Vocational Education
Title:	**Trends and Issues Workplace Literacy: an Update**
Date:	1992/93
ISBN/Publisher:	

Short review of current issues plus list of print resources and resource organisations.

■

Category:	**Employment**
Keywords:	Organisation, Management, Programme Evaluation, Youth, Target Groups, Workplace, Core Skills
Author:	Evans, K.
Title:	**Developing Work-Based Learning: an Evaluative Review of the YTS Core Skills Project**
Date:	1987
ISBN/Publisher:	

Title only.

Category:	**Employment**
Keywords:	Target Groups, Workplace, Young People, Training Programmes, Programme Evaluation, Core Skills, Bibliographies, UK
Author:	Evans, K., Brown, A. and Oates, T.
Title:	**Developing Work-Based Learning: an Evaluation Review of the YTS Core Skills**
Date:	1987
ISBN/Publisher:	0-86392-2031-8 MSC Research & Development No. 39 (University of Surrey)

This is the full report of the 1982-85 YTS Core Skills Project which examines its origins and background, describes the project and the development, assessment and evidence of core skills in YTS. The importance of work-based learning in YTS and structures to promote it are then presented. A section on the management of the programme to large-scale application is included. A concise bibliography contains principally government reports and items on curriculum in YTS.

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Category:	**Employment**
Keywords:	Target Groups, Workplace, Australia
Author:	Francis, R.
Title:	**The Challenge of Workplace Basic Education**
Date:	1990
ISBN/Publisher:	Austr. J. of Reading, v13, n1, p31. Focus issue: From marginal status to centre stage

Title only

Category:	**Employment**
Keywords:	UK, Workplace, National Surveys
Author:	Frank, F. and Hamilton M.
Title:	**Not Just a Number. The Role of Basic Skills Programmes in the Changing Workplace**
Date:	1993
ISBN/Publisher:	Report on a Leverhulme Trust Funded Research Project. Centre for the Study of Education and Training, Lancaster University

Sets out the context and background in which the current workplace basic skills training schemes are operating in the UK. Then presents case studies and models of provision. Part 3 introduces the methodology of the survey and the results, followed by (Part 4) a synthesis of the results. Extensive bibliography.

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Category:	**Employment**
Keywords:	Target Groups, Workplace Basic Skills
Author:	Hamilton, M. and Frank F.
Title:	**Adult Basic Education in the Workplace**
Date:	1993
ISBN/Publisher:	Final Report to Leverhulme Trust

Title only

Category	**Employment**
Keywords	Employment, Workplace Literacy, Job Skills
Author	Hull, G.
Title	**Hearing Other Voices: a Critical Assessment of Popular Views on Literacy and Work**
Date	1991
ISBN/Publisher	National Center for Research in Vocational Education, Berkeley, CA

Challenges the popular myths of literacy and work. It is believed that workers do not possess the necessary literacy skills for current and future jobs. Much workplace literacy discourse centres on functional context training - basing literacy instructional materials on texts used on the job. A more critical reading of current views rejects a simplistic assignment of blame to workers' lack of literacy skills. Instead literacy requirements of work should be infused with the workers' perspective and alternative views.

Category	**Employment**
Keywords	Target Groups, Workplace, Training Programmes, Vocational Education, USA
Author	Hull, William L. and Sechler, Judith A.
Title	**Adult Literacy: Skills for the American Work Force. R&D Series No. 265B**
Date	1987
ISBN/Publisher	Order No. RD265B $7.00. National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

A study examined the nature and extent of adult literacy needs in the American labour force. Data for the study were collected from a review of the literature, site visits to nine industry based training programmes and consultation with a technical panel of experts. Input from company managers, instructors and trainers familiar with the manufacturing sector indicated higher level skills are needed in today's work force than were needed five years ago. As more companies convert to more complex equipment, employee skills must be upgraded. Basic literacy skills were generally seen as prerequisites to the acquisition of more technical knowledge. Basic reading, writing, computation, listening and thinking skills were seen as necessary prerequisites for successful job entry. Many of these skills were also deemed necessary to job advancement in the manufacturing sector, and even more analytical (including reasoning and problem solving) and communication skills were considered necessary for advancement than were felt to be necessary for job entry. Pretechnical skills, such as knowledge of algebra and selected writing abilities, were also suggested as literacy needs by respondents from some high technology companies. Vocational educators are in a position to help industrial trainers design and implement occupationally relevant literacy training in which higher order literacy skills are taught in a systematic manner. Appendices include a generic list of basic skills required for entry into vocational training, the Center for Public Resources basic skills survey list and descriptions of the six General Educational Development levels.

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Category	**Employment**
Keywords	Employment, Workplace, Target Groups, Organisational Issues
Author	Imel, Susan
Title	**Workplace Literacy: an Update. Trends and Issues Alerts**
Date	1992
ISBN/Publisher	

Workplace literacy programmes have been viewed as the way to raise workers' basic skills so they can perform more effectively in increasingly complex work environments. As these programmes have proliferated, so have the number of issues associated with workplace literacy. Some issues are related to assumptions underlying the need for workplace literacy; others have to do with programme development and implementation. Many of the issues associated with the assumptions on which the need for workplace literacy programmes are based focus on the 'language' or vocabulary used to describe this need, language that depicts workers as being deficient or lacking in basic skills. In addition, responsibility and blame for the current economic woes are often placed solely on the workers. A second set of issues is connected to programme development and implementation. Nearly every component of workplace literacy programmes has affiliated issues, such as curriculum, instructional delivery, assessment and evaluation.

Category	**Employment**
Keywords	Target Groups, Workplace, Training Programmes, Job-related Basic Skills, Organisational Issues
Author	Imel, Susan
Title	**Workplace Literacy Programs. ERIC Digest No. 70**
Date	1988
ISBN/Publisher	ERIC Clearinghouse on Adult, Career and Vocational Education, Columbus, Ohio

During the first half of the 1980s, the focus of the literacy movement was on strengthening literacy programmes through recruitment of volunteers. Although these early efforts are continuing, the focus in adult literacy has changed. Job related or workplace literacy has become a national priority and the impact of adult illiteracy on private industry is becoming increasingly visible. Demographic factors and changes in jobs are also creating a need for workplace literacy programmes. Workplace literacy and general literacy differ in purpose. A number of recent studies have examined the literacy skills that individuals need in order to succeed in the workplace. These studies have resulted in the publication of a number of lists of work-related reading, writing, speaking, listening, mathematics, scientific, and reasoning skills. Industry-based literacy approaches can be divided into two groups: pre-1980, viewed primarily as traditional benefits for the employee, and post-1980, viewed primarily as instruments for achieving the company's advanced technology goals. Unlike traditional literacy programmes, which were generally initiated in an era of company prosperity and security, the new literacy skill programmes were initiated in an era of foreign competition and rapid technological change in response to the realisation that many employees lacked the basic skills with which to acquire more technical skills. Most industry based literacy training occurs on company site.

partly for the sake of convenience and partly because many employees find schoolroom environments inhibiting. Several guides to developing workplace literacy programmes have been published and four are briefly described. A list of 12 references is also provided.

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Category:	**Employment**
Keywords:	Workplace, Functional Literacy, Second Language
Author:	Johnston, W. and Packer, A.
Title:	**Workforce 2000: Work and Workers for the 21st Century**
Date:	1987
ISBN/Publisher:	Indianapolis IN: Hudson Institute

In an analysis of the demographics of the workforce and the needs of the workplace for the year 2000, the authors identify what they believe to be a critical problem: a mismatch between employer expectations of workers and the skills that an increasingly minority workforce will possess. The study has led to a number of subsequent studies by public and private agencies that are trying to find ways to prevent the predicted crisis.

Category:	**Employment**
Keywords:	Employment, Target Groups, Workplace, Literacy, Numeracy, Student Assessment
Author:	Jones, P.L. et al
Title:	**Industry Immersion for Reading and Mathematics Improvement. Valley Products Company**
Date:	1989
ISBN/Publisher:	

An intensive industry immersion programme of reading and mathematics was conducted in Spring 1989 for employees at Valley Products Inc. in a cooperative venture by the Literacy Foundation, Memphis, the Memphis City Schools Adult Education Program and the company. Employee participants were assessed with the San Diego Quick Assessment Test to determine individual reading instructional levels. Mathematics levels were determined using the Memphis City Schools Mathematics Placement Form. Eleven participants were selected for the first session: their reading grade level scores ranged from 4.0 to 8.0 with an average of 6.2, and their mathematics grade level scores ranged from 1.8 to 7.5 with an average of 4.3. After intensive immersion in reading and mathematics, participants showed significant gains ranging from 1.2 to 3.4 grade levels in reading and 0.2 to 3.0 in mathematics. However these increases should be viewed with caution because the participants may once have had these skills but lost them over time. Another group of 11 employees received training in a second session. Their results were parallel to those of the first group, although they started at a higher level and moved more quickly. Students were very pleased with the program, and some said they planned to continue their education.

Category:	**Employment**
Keywords:	Target Groups, Measurement, Surveys, Workplace, Unemployed, USA
Author:	Kirsch, I.S., Jungeblut and Campbell, A.
Title:	**Beyond the School Doors: The literacy needs of job seekers served by the US Department of Labor**
Date:	1992
ISBN/Publisher:	

Describes and compares the literacy proficiencies of 5000+ clients in the JTPA (Job Training & Partnership Act) and Educational Testing Service/Unemployment Insurance (ES/UI). It also characterises their educational experience, activities and perceptions. Implications for new directions are discussed.

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Category:	**Employment**
Keywords:	Target Groups, Workplace, Organisation, Management, Vocational Education, Core Skills
Author:	Levy, M.
Title:	**The Core Skills Project and Work Based Learning**
Date:	1987
ISBN/Publisher:	Further Education Staff College

An overview of the development of a model for the design, delivery and accreditation of vocational education and training.

Category:	**Employment**
Keywords:	Employment, Learning, Job Skills, Teaching Methods, Staff Training, Youth, Cognitive Processes
Author:	Levy, M.
Title:	**Work Based Learning: Tools for Transition**
Date:	
ISBN/Publisher:	1-85663-085-4. Blagdon: The Staff College, Combe Lodge, Blagdon, Bristol BS18 6RG

Discusses the experiences and recommendations of the Core Skills Project, which developed approaches to work based learning, and describes how they were developed as part of a UK government-sponsored 'action research' project.

Category:	**Employment**
Keywords:	Target Groups, Workplace, Job Training, USA
Author:	Marschall, D.
Title:	**Upgrading America's Workforce Through Participation and Structured Work-Based Learning: UCLP Research Report**
Date:	1990
ISBN/Publisher:	Employment and Training Administration (DOL), Washington DC

Describes the AFL-CIO's Upgrading and Career Ladder Program (UCLP), which creates a system of structured, workbased learning integrating on-the-job training with related theoretical instruction. The UCLP has the following objectives: to meet workers' skill upgrading and occupational mobility needs; to encourage unions and employers to sustain learning programmes through collective bargaining provisions; to operate workplace demonstration programmes; and to facilitate union/worker participation. The first two sections of this document present an overview of the apprenticeship system and recount the Apprenticeship 2000 initiative history, including labour organisations' comments. Because ongoing training systems upgrade workers' basic skills, section III provides a perspective on the debate over workplace literacy. A review of labour market information is included in section IV. The narrative part of the report concludes with a section on upgrading experience in government programmes, the relationship of upgrading to career development, and the importance of union and worker participation in workplace learning systems. The extensive selected bibliography provides 235 references to the following subjects: apprentice system, apprentice 2000 initiative, learning basic skills – a perspective, labour market information, and union and worker participation – the key to career development.

Category:	**Employment**
Keywords:	Employment, Target Groups, Workplace Literacy, Writing, Functional Literacy
Author:	Mikulecky, L.
Title:	**Functional Writing in the Workplace**
Date:	1980
ISBN/Publisher:	In Gentry, I. (ed) Research & Instruction in Practical Writing (South West Regional Laboratory for Educational Research and Development)

Title only

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Category:	**Employment**
Keywords:	Definitions, Measurement, Workplace Literacy, Task Analysis
Author:	Mikulecky, L.
Title:	**Literacy Task Analysis: Defining and Measuring Occupational Literacy Demands**
Date:	1985
ISBN/Publisher:	Paper presented at the annual meeting of the American Educational Research Association, Chicago, March 1985. ERIC Documentation Reproduction Service

Examines means of integrating literacy teaching into vocational education programmes and looks at ways of exploring literacy demands of occupational activities.

Category:	**Employment**
Keywords:	Employment, Target Groups, Workplace Literacy, Programme Evaluation, Reviews
Author:	Mikulecky, L. and D'Adamo-Weinstein, L.
Title:	**How Effective are Workplace Literacy Programs?**
Date:	1991
ISBN/Publisher:	

A review of current research on workplace literacy programmes reveals few programmes reporting rigorous evaluations. Assessments are often limited to the completion of questionnaires, surveys of programme participants, and anecdotal reports of effectiveness. Trends among programmes for which more rigorous evaluations have been performed are: effective programmes require significant resources; effective private programmes report learner cost figures more than double those of average public programmes, and effective programmes integrate basic skills training with workplace technical training.

Category:	**Employment**
Keywords:	Functional Literacy, Reading, Reading Skills, Workplace Literacy, Workplace, Reading Processes, Employment, Definitions
Author:	Mikulecky, L. and Ehlinger, J.
Title:	**The Influence of Metacognitive Aspects of Literacy on Job Performance of Electronic Technicians**
Date:	1986
ISBN/Publisher:	Journal of Reading Behaviour 18, 41-65

Research that relates the relationship between literacy abilities and on-the-job performance, based on a study of 29 electronics technicians. Found that nearly all job-related reading was problem solving in nature and that reading ability did not significantly correlate to job performance.

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Category:	**Employment**
Keywords:	Target Groups, Job Training
Author:	Mikulecky L. and Ehlinger, J.
Title:	**Training for Job Literacy Demands: What Research Applies to Practice**
Date:	1988
ISBN/Publisher:	University Park PA, The Pennsylvania State University: Institute fo the Study of Adult Literacy

Title only.

Category:	**Employment**
Keywords:	Employment, Workplace, Organisational Issues, Learning Support, Teaching Methods, Training, Information Technology, Participation
Author:	National Center on Adult Literacy/OECD
Title:	**Adult Learning and Work: a Focus on Incentives**
Date:	-1994
ISBN/Publisher:	Available from NCAL, University of Pennsylvania, Philadelphia PA 19104-6216

Papers from a round table. Includes discussions of access to training and employer incentives to train. Chapters by Rubenson and Schutze on New Trends in Instructional Methods and Training, Mikulecky on Workplace Literacy Programs and Alan Wells on Workplace Basic Skills Programmes, are of particular relevance to adult literacy researchers and workers.

Category:	**Employment**
Keywords:	Policy, Literacy, History
Author:	National Center on Education and the Economy
Title:	**America's Choice: High Skills or Low Wages. The Report of the Commission on the Basic Skills of the Workplace**
Date:	1990
ISBN/Publisher:	Rochester NY: National Center on Education and the Economy

This study provides a synthesis of information on basic oral communication, literacy, and computational, thinking and learning skills required to be competitive in business and industry contexts. The study then compares these requirements with those which are available in the current and predicted workforce. The report concludes that the United States faces two choices: to develop higher skills in workers, enabling workplaces to achieve high productivity, or to allow the majority of tomorrow's workforce to function in low wage jobs which require minimal language, literacy and work-related skills.

Category:	**Employment**
Keywords:	Target Groups, Workplace Basic Skills, Computers, Job-related Basic Skills, Canada
Author:	National Literacy Secretariat
Title:	**Creating a Learning Culture. Work and Literacy in the Nineties. Based on the Report Workforce Literacy: an Economic Challenge for Canada by the Hudson Institute**
Date:	1990
ISBN/Publisher:	0-662-18232-4. National Literacy Secretariat, Ottawa

Technological change and other innovations affect the way Canadians work. These changes demand increasingly higher levels of literacy for today and the future. Basic skills are not enough. A low level of schooling is associated with higher unemployment. People who invest in their own higher education are likely to reap the reward of higher income. Although school credentials are important, the most important skill for workers is 'learning to learn'. Companies must start to train, not merely buy, skilled labour. In the 90s more service and manufacturing skills that require continuous training in new technologies mean that a good education will be the minimum requirement for workers to get rewarding jobs. New technologies will be created over the next 10 years, and current technologies will be improved. Other trends are:

- computer literacy: a key part of workplace literacy
- robots to do more
- communication technology to play a growing role in daily life
- advances in energy production to change the way people work

Industries are using technology and other innovations to compete for new markets worldwide. Countries with the best educated and best trained work forces will prosper in a world more reliant on brains than muscle. Canada's labour force will have a new look with more women and older workers. Employers will have to invest in workers and Canadians must create a learning culture.

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Category:	**Employment**
Keywords:	Workplace, Australia, Definitions, Social/cultural Influences
Author:	O'Connor, P.
Title:	**Workplace Literacy in Australia: Competing Agendas**
Date:	1993
ISBN/Publisher:	Chapter 10 in Freebody, P. and Welch, A. (eds) Knowledge, Culture and Power: International Perspectives on Literacy as Policy and Practice 1-850000-834-5 Falmer Press

Workplace basic skills programmes are essential for the needs of industry and the labour force. There is a need for clear policies relating to the extent of provision, conditions, standards and resource levels for workplace basic education. The chapter includes sections on the role of basic education in the workplace, worker literacy levels, defining workplace basic education, and literacy as empowerment.

Category	**Employment**
Keywords	Numeracy, Employment, Job Skills
Author	O'Neil, H.F. Allred, K. and Baker, E.L.
Title	**Measurement of Workforce Readiness Competencies: Review of Theoretical Frameworks**
Date	1992
ISBN/Publisher	National Center for Research on Evaluation, Standards and Student Testing, University of California, Los Angeles

Summarises surveys on expectations and demands for basic skills by employers

Category	**Employment, Reviews**
Keywords	Target Groups, Workplace, Reviews, Canada, USA
Author	Patterson, Martha
Title	**Workplace Literacy: a Review of the Literature**
Date	1989
ISBN/Publisher	New Brunswick Dept of Advanced Education & Training, Fredericton

Early research efforts to define the literacy requirements of jobs began with two military projects, Operation REALISTIC and Project 100,000 in the late 1960s. Subsequent studies have focused on the way people read on the job and the link between literacy and job performance. These studies have revealed that (1) most jobs require reading and calculating; (2) on average, workers read close to two hours per day, primarily from manuals, magazines, tables/figures, rather than from books; (3) 70% of the material read in the workplace is between the 9th and 12th grade reading levels; (4) the assumption that general basic skills training easily transfers from one situation to another was not supported by the research; and (5) for workers with low literacy levels, the best results occur when basic skills training is integrated with technical training. A number of workplace literacy initiatives have been undertaken in Canada and the United States in the past few years. These include the Industrialised Tutoring Program being tested at three sites by Laubach Literacy of Canada, Ontario's Basic skills in the Workplace programme, Douglas College's (British Columbia) Basic Skills Upgrading Program at the Royal Columbian Hospital, and many examples of company and union involvement in literacy training. Such initiatives indicate that literacy in general is receiving greater consideration and financial resources, and that basic skills training is moving from a general to a more job-related focus.

Category:	**Employment**
Keywords:	Target Groups, Workplace, Training Programmes, Handbook, UK
Author:	Rees, Libby
Title:	**Setting up Workplace Basic Skills Training. Guidelines for Practitioners. An ALBSU Special Development Project**
Date:	1990
ISBN/Publisher:	£7.50 + postage. ALBSU, 229-331 High Holborn, London WC1V 7DA

This guide provides information on basic skills needs and programmes in the workplace and issues affecting basic skills provision from a British perspective. Section 1 aims to provide a context for workplace basic skills provision. Sections 2-7 provide practical suggestions and advice on: marketing; contacting employers; researching employer needs; justifying the benefits of training to managers, trade unionists, and staff; establishing training needs by identifying two sets of criteria – employer's requirements and trainees' individual needs; setting up provision, assessment and evaluation. Sample forms and checklists are provided. Section 8 provides a range of case studies that show how training can be customised to the needs of the organisation. Section 9 describes some of the most common difficulties that will be encountered when working with employers. A resource section provides suggestions of books and other materials on work-related basic skills. Three charts present selling points, sticking points, and possible responses when making the case for basic skills training to managers, unions, and workers.

Category:	**Employment**
Keywords:	Learning, Workplace, Computers, Numeracy, Policy
Author:	Scribner, Sylvia and Sachs, Patricia
Title:	**Knowledge Acquisition at Work**
Date:	1991
ISBN/Publisher:	

Short article summarising the findings of a research study designed to explore the nature of learning at work, in the context of new technology. Based on interviews and observations in manufacturing plants during implementation of computer planning system.

Makes tentative conclusions that stress the value of learning in everyday workplace situations, even without extensive academic, professional or on-the-job training. Whether on-the-job learning is better than classroom training depends on the task in question.

Category:	**Employment, Programme Evaluation**
Keywords:	Programme Evaluation, Evaluation Criteria, Workplace
Author:	Sticht, T.G.
Title:	**Evaluating National Workplace Literacy Programs**
Date:	1991
ISBN/Publisher:	Applied Behavioural and Cognitive Sciences Inc., USA

A discussion of evaluation aimed at helping workplace literacy programmes meet the requirements of the rules and regulations governing the National Workplace Literacy Program (NWLP). It illustrates how evaluation criteria can be used in reporting, explains the purpose of the NWLP, outlines the need for data on programme effectiveness and briefly reviews ways of measuring the outcome of learning and improvements in productivity.

Category:	**Employment, Measurement**
Keywords:	Target Groups, Workplace, Functional Literacy, Training Programmes, Task Analysis, Canada, USA, UK
Author:	Taylor, Maurice C. and Lewe, Glenda R.
Title:	**Basic Skills Training – a Launchpad for Success in the Workplace. Literacy Task Analysis Project Interim Report**
Date:	1990
ISBN/Publisher:	Adult Basic Education Dept., National Literacy Secretariat, Ottawa, Ontario, Canada

This interim report describes the first few months work of a task force that developed a set of procedures for conducting a literacy task analysis. A literacy task analysis could be used by employers, union delegates, human resource personnel, trainers, and adult educators to understand better the specific workplace training needs of employees, as well as to provide a method for developing the actual training or retraining curriculum. The interim report contains three chapters, each with a different purpose and focus. Chapter 1 examines the role of education and training as a solution to adult reskilling and upgrading, defines workplace literacy, and describes a number of successful programmes in Canada, the US and the UK. Chapter 2 highlights the definitions, purposes and methods of job and task analysis as a foundation for understanding the dimensions of a literacy task analysis. Chapter 3 describes, in case study format, three examples of how to conduct a literacy task analysis and points out directions for developing some of the training material related to improving such a job. Occupations profiled in the case studies include motor vehicle repairer, grocery store receiver, and percast repair and cleaning labourer. Future research will continue on literacy task analysis and will include production of a manual. 29 references.

12. TARGET GROUPS

The references in this section are concerned with specific target groups. As such, they deal with a wide range of substantive issues, which are discussed more generally, and summarised, in other sections of the bibliography. The target groups covered are:

- Elderly
- Gypsies
- Homeless
- Learning Difficulties (but see also, especially, Teaching Methods, Learning sections)
- Migrants
- Military
- Minority groups
- Prisoners
- Rural populations
- Special Needs (but see also Learning)
- Unemployed (but see also Employment section)
- Women

References relating to second language learning/bilingual population and to ESL/ESOL classes are grouped separately under Second Language. Employment and Family Literacy are also separate sections.

Category:	**Target Groups/Gypsies, Bibliographies**
Keywords:	Gypsies, Bibliographies, Target Groups, Children
Author:	ACERT (Advisory Council for the Education and Training of Romany and other Travellers)
Title:	**Information Booklet**
Date:	1991
ISBN/Publisher:	Available from ACERT, Moot House, The Stow, Harlow, Essex, CM20 3AG

Networking booklet for teachers and others interested in education of travellers. Contains bibliography on traveller education, and also lists policy documents and classroom resources useful to educators of Romany children.

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Category:	**Target Groups/Gypsies, History**
Keywords:	Gypsies, Social/cultural Influences, History, Target Groups, UK, Europe
Author:	Acton, D. and Kendrick
Title:	**From Summer Voluntary to European Community Bureaucracy: The Development of Special Provision for Traveller Education in the UK Since 1967**
Date:	1991
ISBN/Publisher:	European Journal of Intercultural Studies v1 (3)

History of educational provision for gypsies and travellers in the UK since 1967.

Category:	**Target Groups/Gypsies, Policy**
Keywords:	Gypsies, Policy, UK, Target Groups
Author:	
Title:	**The Swann Report and Travellers**
Date:	1986
ISBN/Publisher:	Centre for Multicultural Education, University of London Institute of Education

Report of conference to discuss implications of the Swann Report on the education of travellers. General discussion of research and policy on travellers and policy recommendations.

■

Category:	**Target Groups/Special Needs, Teaching Methods**
Keywords:	Learning Difficulties, Dyslexia, Teaching Methods, Target Groups, Special Needs, UK
Author:	ALBSU
Title:	**Specific Learning Difficulties**
Date:	1989
ISBN/Publisher:	ALBSU Newsletter no.32 Win 89

This paper presents findings from a project to identify and pilot the most appropriate forms of learning support for students with specific learning difficulties. The specific focus is dyslexia among adult basic education students. The document suggests first that the tutor's awareness of specific learning difficulties be developed through background information in written language processing and learning to collect a history/profile through student interviews. A checklist of features common to dyslexic students is provided. A diagnostic method is then based on a miscue analysis of the student's reading, an error analysis of the student's spelling in a dictation, and an analysis of the student's free writing. Two approaches to developing learning support for students with specific learning difficulties are discussed: setting up specialist learning support classes and working within literacy classes. The importance of establishing a spelling programme is also addressed. A brief summary is provided of the main points that emerged as learning strategies which were developed in the areas of handwriting, writing, and reading and study skills. Practical ideas are offered for establishing a learning support class and providing learning support within literacy classes.

■

Category:	**Target Groups/Special Needs, Teaching Methods**
Keywords:	Learning Disabilities, Special Needs, Strategies, Organisation, Target Groups, Teaching Methods, UK
Author:	ALBSU
Title:	**Special Needs**
Date:	1985
ISBN/Publisher:	Viewpoints. A Series of Occasional Papers on Basic Education. Issue No. 2

This collection of papers focuses on working with adults who have special needs. In her paper entitled 'Literacy and the Visually Handicapped', Janice Mason examines ways in which strategies for meeting the needs of visually handicapped persons can be integrated into literacy programmes. 'Singer and Listener: Basic Education Work with the Mentally Ill' is Peter Lavender's exploration of the field of basic education work with mentally ill persons. Chris Lloyd provides an overview of the educational needs of physically disabled persons in a paper entitled 'Adult Education and People with Physical Disability'. In her paper 'Special Provision for the Deaf', Fiona McIntosh outlines the difficulties affecting deaf students and suggests strategies for dealing with them. Jacqueline Malec, in a paper entitled 'Learning to Cope in Further Education', examines the issues involved in setting up and administering courses in a further education college for students with severe and moderate learning difficulties. 'Education for Special Needs with an Emphasis on Adult Literacy for Spastic Adults', which was written by Carole Sharkey, examines new strategies for equipping spastic adults to fight for their rights.

■

Category:	**Target Grôups/Offenders**
Keywords:	Target Groups, Prisoners, UK
Author:	ALBSU
Title:	**Report of the ALBSU Consultative Committee on Adult Literacy and Basic Skills. Work with Offenders/ex-offenders**
Date:	1985
ISBN/Publisher:	ALBSU

Title only

Category: **Target Groups/Youth, Target Groups/Workplace, Programme Evaluation**

Keywords: Target Groups, Unemployed, Youth, Vocational Training

Author: ALBSU

Title: **Viewpoints No. 6: Basic Education and Unemployment**

Date: 1987

ISBN/Publisher: ALBSU

Includes articles on research in YTS schemes, a critical look at the notion of skills in YTS, proposition for a partnership between providers, a discussion of the recent developments and an analysis of the traditional views of education and training.

■

Category: **Target Groups/Youth, Reviews**

Keywords: Target Groups, Colleges, Reviews, Youth, Needs Analysis

Author: ALBSU

Title: **Viewpoints No. 12: Basic Skills in Further Education**

Date: 1992

ISBN/Publisher:

Papers analyse the basic skills needs of students entering further education.

Contents:

Using College Restructuring to Rethink the Role of BAE, Nancy Cookson

Opening Colleges of Further Education to Adult Learners in the Community, Robin Mark

Basic Skills Needs on Vocational courses, Christine Maples

Basic Skills and Curriculum Change in the College, Colin Flint and Jane Williams

Category: **Target Groups/Unemployed**

Keywords: Target Groups, Workplace Basic Skills, unemployed, England

Author: ALBSU/MSC

Title: **Basic Skills and Unemployed Adults. A Report on ALBSU/MSC Demonstration Projects**

Date: 1987

ISBN/Publisher: 0-906509-866

6 demonstration projects were conducted in England to identify and help meet the basic communication needs of individuals who embarked on work-related skills training. Unemployed adults were divided into two strands. Strand A concentrated on those adults who without significant help with basic communication skills would be unable to reach the threshold of training or employment. Strand B concentrated on those who were already taking part in courses of work preparation but who still needed some help with basic communication skills to make progress. The projects showed that not only do many unemployed adults have difficulties with basic skills, but that it is difficult to separate them arbitrarily into two discrete groups. Strand A projects were particularly successful in improving attainment levels in basic skills among those with real problems and improving their chances of gaining employment. The assumption in Strand B that basic communication skills needs existed within groups attending work preparation courses was confirmed. Assessing needs in a vocational context was both effective and acceptable to trainees. Strand A courses were particularly innovative in developing new curriculum and materials to help trainees develop their basic skills in a work-related context. Both Strand A and B projects demonstrated new and practical ways of assessing literacy and numeracy needs.

Category:	**Target Groups/Offenders**
Keywords:	Target Groups, Prisoners, Reading Ability, Student Assessment
Author:	Bates, P.T., Davis, T.C., Guin, C.C. and Long, S.W.
Title:	**Assessment of Literacy Levels of Adult Prisoners**
Date:	1992
ISBN/Publisher:	Journal of Correctional Education, 43, 4, 172-5

Research to assess the reading levels of 161 prison inmates. Findings suggest that the average inmate is unable to participate in traditional prison educational programmes because of their low reading ability. Implications are the need for provision and the development of targeted effective educational methods.

■

Category:	**Target Groups/Offenders**
Keywords:	Programme Evaluation, Prisoners, Target Groups, Needs, Australia
Author:	Black, S.
Title:	**Assessing Adult Literacy Needs in a Prison Context**
Date:	1984
ISBN/Publisher:	Austr. J. of Adult Ed. v24, n2, p21-6

Considers some of the issues involved in the first stages of an evaluation of literacy programmes in prisons, assessing the literacy needs of inmates. It is concluded that informal interviews may be an appropriate mode of assessing needs. Normative needs, as assessed by standardised tests, are of less importance in this context due mainly to the problems of establishing valid test constructs.

Category:	**Target Groups/Offenders**
Key words:	Prisons, Participation, Organisational Issues, Definitions, Australia, Motivation, Programme Planning
Author:	Black, S and Brennan, M (editor)
Title:	**Inside Literacy: Perspecitives on the Needs of Low-Literate Prisoners and Factors Affecting their Access to Education.**
Date:	1990
ISBN/Publisher:	0 947330 40 2

Discusses the needs of low-literate prisoners, the effects of their low literacy inside and outside prison, and their motivation and feelings about participating in prison education programmes. Draws conclusions fo the design of education programmes.

■

Category:	**Target Groups/Offenders, Measurement**
Keywords:	Australia, Target Groups, Prisoners, Measurement
Author:	Black, Stephen et al
Title:	**The Illiteracy Myth. A Comparative Study of Prison Literacy Abilities.**
Date:	1990
ISBN/Publisher:	Free. Adult Literacy Information Office, 199 Regent, Redfern 2016, Australia

Illiteracy is seen to be a feature of the Australian prisoner population. This belief has remained largely untested. A study compared the literacy abilities of prisoners to those found in the adult general population. Additionally, the study compared male and female prisoner literacy abilities. Assessments were made on a profile of literacy abilities of prisoners, as comparisons were made with those found in the adult general population using national survey instruments. Tasks were identified in three main dimensions: document literacy, prose literacy and quantitative literacy. An interview questionnaire surveyed 97 male and 95 female New South Wales prisoners on both background and literacy and numeracy related tasks. Comparative data were outlined based on mean scores and comparative percentages of correct responses on each item within the three literacy dimensions. Evidence presented strongly contradicts the prevailing views. On some of the literacy items, the prisoner samples actually performed better than the national survey counterparts. Generally, prisoners did as well as their national survey counterparts; findings indicated serious literacy problems that require an educational response, which is also true of the general community. Percentage differences between male and female prisoners appeared very small. Appendices itemise correct responses and present literacy sample items. 24 references.

■

Category:	**Target Groups/Youth**
Keywords:	Target Groups, Youth, Programme Evaluation, Student Needs, Numeracy
Author:	Bourne, J. , Cato, V., Foxman, D., Gorman, T.P., Jones, G., Stillman, A. & Whetton, C. (UNESCO)
Title:	**Evaluation of Literacy and Numeracy Training Need and Provision in YTS**
Date:	1988
ISBN/Publisher:	Report to Manpower Services Commission (limited circulation)

Title only.

Category:	**Target Groups/Offenders**
Keywords:	Target Groups, Prisoners, Needs Assessment, Reading Skills, Writing Skills, Australia
Author:	Brennan, M. and Brennan, R.E.
Title:	**Literacy and Learning – The Human Factor: a report to the Criminology Research Council of the Australian Institute of Criminology on the Literacy Needs and Abilities of Prison Inmates.**
Date:	1984
ISBN/Publisher:	Literacy Centre, Riverine College of Advanced Education, Box 588, Wagga Wagga, NSW 2650

A report on literacy in Australian prisons with particular reference to prisoners' own appraisals of their reading and writing abilities and needs, and the potential for rehabilitation which the education service in prisons is capable of providing.

Category: **Target Groups/Minorities**

Keywords: Programme Evaluation, ESOL, Refugees, Student Recruitment, Student Retention, USA

Author: Brod, Shirly

Title: **Recruiting and Retaining Language Minority Students in Adult Literacy Programs. ERIC Digest**

Date: 1990

ISBN/Publisher: Office of Educational Research and improvement (ED), Washington DC

As the nation has become aware of the scope of adult illiteracy and its tremendous cost, literacy programs have proliferated. New populations of language minority adults are becoming eligible for and involved in an increasing number of these programmes. They include, among others, refugees whose training is no longer funded by the Office of Refugee Resettlement, and newly-legal amnesty clients who have come into ABE programmes from classes conducted under the Immigration Reform and Control Act of 1986. It is necessary to consider how recruitment and retention of these and other students in literacy programmes can be enhanced.

Category: **Target Groups/Unemployed**

Keywords: Target Groups, Unemployed, Needs

Author: Bryant, Ian

Title: **Some Aspects of Educational Needs of Long Term Unemployed Adults**

Date: 1983

ISBN/Publisher: Programmed Learning and Educational Technology, v20, n4, p218-23, Nov 83

Describes a recently completed study of long-term unemployed adults. Discusses the difficulties of ascertaining their educational 'needs'. Emphasis is placed on the informality of the interviewing context which allows the exploration of circumstances which prevent subjects from obtaining educational assistance. Implications for adult education delivery systems are then outlined.

Category:	**Target Groups/Gypsies**
Keywords:	Gypsies, Policy, Curriculum, Social/cultural Influences, Children, Europe
Author:	Buckland, D.G.
Title:	**Report on the Project: Traveller Children. Secondary Education and Vocational Training**
Date:	1992
ISBN/Publisher:	Commission of the European Community/Department for Education

Comparative study of four local education authorities. Finds that the key to better provision for traveller children is effective cooperation with the travellers. This can be encouraged by: links with social services and health provision; parental involvement; clear policy guidelines; named contacts for schools in traveller community; clarification on admission of gypsy school policy. Curriculum, attendance and resources also covered. (with bibliography).

■

Category:	**Target Groups/Offenders**
Keywords:	Organisation, Management, Quality indicators, Programme Evaluation, Target Groups, Prisoners
Author:	Correctional Education Association
Title:	**Standards for Adult and Juvenile Correctional Educational Programs**
Date:	1988
ISBN/Publisher:	

Title only.

Category:	**Target Groups/Elderly**
Keywords:	Target Groups, Older Adults, Functional Literacy, Bibliographies
Author:	Courtenay, Bradley C. et al
Title:	**Functional Literacy among the Elderly: Where we are(n't)**
Date:	1982
ISBN/Publisher:	Educational Gerontology, v8, n4, p339-52 Jul-Aug 1982

Reviews and analyses studies conducted on functional literacy among older adults. The results indicate conceptual confusion, an obviously undereducated older population, inadequate measurements, and samples with disproportionate percentages of older persons. Conclusions indicate the need for educational gerontologists to increase efforts at improving literacy education.

■

Category:	**Target Groups/Unemployed, Social/Cultural Influences**
Keywords:	Target Groups, Unemployed, Social/Cultural Influences, Economic Profiles, Attitudes, UK
Author:	Charnley, A.H.
Title:	**Education for Unemployed Adults**
Date:	1985
ISBN/Publisher:	

Report of a DES project looking at provision of adult education for the unemployed.

Provides socio-economic and psychological profiles of the unemployed and looks at provision of education, including basic education for different groups.

Category:	**Target Groups/Youth**
Keywords:	Functional Literacy, Vocational Training, Policy, Rural Areas, France, Social/cultural Influences, Target Groups, Youth
Author:	Chosson, J-F
Title:	**Functional Illiteracy and Vocational Training for Young People in Rural France**
Date:	1987
ISBN/Publisher:	Prospects XVII, n2: 'Illiteracy in industrialised countries: situation and action' p241-50

Examines French policy in combatting functional illiteracy to provide employment for young people in rural areas.

Looks at two different approaches in remedial programmes: personal experience and cognitive approach.

Category:	**Target Groups/Gypsies, Programme Evaluation, Policy**
Keywords:	Programme Evaluation, Literacy, Gypsies, UK, Children
Author:	Department of Education and Science
Title:	**The Education of Travellers' Children: An HMI Discussion Paper**
Date:	1983
ISBN/Publisher:	HMSO

Discussion of conclusions of research done on educational provision in Sussex, the Midlands and Lancashire. Covers parental attitudes, pupil performance, the curriculum administration, basic skills and suggestions for improvement. Found a great disparity between LEAs in provision on traveller children.

■

Category:	**Target Groups/Minorities Programme Evaluation**
Keywords:	Target Groups, Minority Groups, Programme Evaluation, National Surveys, Organisation, Management, Australia
Author:	Devitt, J.
Title:	**The Adult Migrant Education Program**
Date:	1985
ISBN/Publisher:	Prospect v1, n1, p3-13

Title only.

Category	**Target Groups/Minorities**
Keywords	Target groups, migrants, ESOL, Australia, Second Language, Immigrants
Author	Duke, Christopher and others
Title	**Immigration, Adult Education and Multiculturalism in Australia**
Date	1986
ISBN/Publisher	0-9587728-0-0 Centre for Continuing Education, Australian National University, GPO Box 4, Canberra 2601 ($20.00)

The study described in this report reviews adult education relevant to immigration and multiculturalism in Australia. The report is presented in three parts. The first part examines the background and context of adult education programmes intended for immigrants and for a multicultural society. The first of two chapters presents the historical and social background of immigration policies and practices since World War II, and the second chapter sketches the development of adult education within this context. The central part of the report, containing six chapters, reviews the main programmes and practices of adult education for immigrants and for a multicultural society. Chapter 3 examines on-arrival and ongoing programmes, chapter 4 describes the programmes and approaches within technical and further education in New South Wales. Chapter 5 contains an account of relevant work in universities and colleges, especially concerning English as a second language. The next chapter looks at efforts toward the enrichment of knowledge in a multicultural society for both non-English speaking and Anglo-Celtic groups. Chapter 7 looks at the severe problems confronting those with overseas qualifications who are seeking recognition and the right to practise in Australia. Finally, adult education intended to change attitudes is analysed in chapter 8. The third part of the report discusses meanings, perceptions, attitudes and responses concerning multiculturalism in chapter 9, as a lead-in to more specific issues as they affect education. Chapter 10 is a case study of Vietnamese people in Sydney. The concluding chapter draws together the implications of the report.

■

Category	**Target Groups/Minorities**
Keywords	Policy, ESOL, Reviews, UK, Canada, Australia, USA, Second Language
Author	Edwards, J.
Title	**Linguistic Minorities, Policies and Pluralism**
Date	1984
ISBN/Publisher	0-12-2327600-18. Academic Press

Examines position of some linguistic minority groups and the policies (particularly educational) which affect them in UK, Canada, Australia, and USA.

Category:	**Target Groups/Rural**
Keywords:	Target Groups, Programme Characteristics, Programme Evaluation, Policy, Rural Areas, Reviews, USA
Author:	Ferrell, Susan
Title:	**Adult Literacy Programs in Rural Areas. ERIC Digest**
Date:	1990
ISBN/Publisher:	ERIC/CRESS, Appalachia Educational Laboratory, PO Box 1348, Charleston, NV 25325 (free)

Examines states' goals of rural literacy programmes and types of programme that have proved effective. It includes several definitions of literacy applied by effective rural literacy programmes. It also examines the conditions that support or limit widespread influence of effective programmes in rural areas. The level of concern about adult literacy in rural areas varies with economic, social and political differences. Literacy programmes vary with the definitions of literacy those areas adopt [illegible]s for adult literacy programmes may include promoting economic productivity, increasing social equity, or stimulating political change. Competency based programmes generally define literacy as the minimum skill required for a high school diploma. Volunteer programmes serve adults whose reading achievement is below the fourth grade level. Community oriented programmes help adults determine their own reading needs. Some US rural literacy projects offer a single service while others offer more, such as tutors, learning centres, and independent study projects. A scarcity of available funding often limits rural literacy programmes. Moreover, the goal of many programmes, that of improving the rural economy, can pose a potential threat to programme effectiveness. If the expected economic benefits fail to develop, programmes can lose the support of external funding sources. Nevertheless, rural literacy programmes manage to persist and to succeed for many reasons, among them the involvement of the community in programme development, promotion and evaluation.

■

Category:	**Target Groups/ Special Needs**
Keywords:	Dyslexia, Reading Failure, Reading Difficulties, Target Groups, Special Needs
Author:	Galaburda, A.M.
Title:	**Neuroanatomic Basis of Developmental Dyslexia**
Date:	1993
ISBN/Publisher:	Neurologic Clinics Feb v11(1) p161-173

Reviews the known neuroanatomic and neuropathologic bases of developmental dyslexia in the content of the functional deficits exhibited by 11 affected individuals. Observations from autopsy brains and experimental animal models reveal problems with cerebral cortex, and abnormalities in the magnocellular pathway of the visual system. The authors propose that the putative dyslexic individual begins with a familial predisposition to dyslexia, which is expressed through a propensity to develop symmetric temporal plana. This propensity may be passed through the mother or father and is often manifested clinically by anomalous lateralization. There may also be a familial tendency to have autoimmune and allergic disorders, which may lead to subtle brain damage during the second half of gestation.

Category:	**Target Groups/ Special Needs**
Keywords:	Dyslexia, Reading Failure, Reading, Target Groups, Special Needs
Author:	Galaburda, A.M.
Title:	**Developmental Dyslexia**
Date:	1993
ISBN/Publisher:	Revue Neurologique v149(1) p1-3

Suggests that developmental dyslexia is likely to include various etiologies from the social to the genetic. In addition to phonological problems of dyslexics, the visual system of dyslexics may be abnormal. There is also evidence indicating that the anatomy of the brains of dyslexics differs from that of ordinary readers in areas related to language function (French abstract).

■

Category:	**Target Groups/Minorities**
Keywords:	Numeracy, Cultural Identity, Social/cultural Influences, Vocabulary, American Indians
Author:	Garbe, Douglas G.
Title:	**Mathematics and the Culturally Different Student**
Date:	1985
ISBN/Publisher:	Arithmetic Teacher Oct. 1985 v33 n2

A study of mathematical vocabulary conducted with Navajo Indians in grade 4 is discussed. How students processed mathematical terms and concepts is described, with problems for Navajo students noted.

Category:	**Target Groups/Gypsies**
Keywords:	Gypsies, Policy, Europe
Author:	Gypsies and Travellers
Title:	**Interface 5**
Date:	1992
ISBN/Publisher:	Information Newsletter published by Gypsy Research Centre/Centre de recherches tsiganes at the Universitè Renè Descartes, Paris, with assistance of the Commission of the EC

Newsletter on research in progress on education of gypsies in the EC. Contains summaries of projects backed by the Commission, and contact addresses for researchers.

■

Category:	**Target Groups/Youth, Special Needs**
Keywords:	Target Groups, Student Attitudes, Youth, Educational Background, Needs Analysis, Special Needs
Author:	Hamilton, M.
Title:	**Learning for Life: The Experience and Needs of Young Adults with Moderate Learning Difficulties**
Date:	1989
ISBN/Publisher:	Report to the Rathbone Society

Outlines current issues and draws on new analysis of data from the NCDS with recommendations for further research.

Details early life experiences of the study group (1157 23 year olds) and later life experiences.

Category	**Target Groups/Unemployed**
Keywords	Target Groups, Unemployed
Author	Hamilton, M. and Davies, P.
Title	**Literacy and Long-term Unemployment: Options for Training, Guidance and Support**
Date	1993
ISBN/Publisher	British Journal of Education and Work

Study based on sample of 100 long-term unemployed people which explores their perception of their basic skills needs, the barriers they face in getting jobs, and the guidance and training opportunities available to them.

■

Category	**Target Groups/Unemployed**
Keywords	Target Groups, Unemployed, Employment
Author	Hamilton, M. and Davies, P.
Title	**Written Communication Barriers and Long-Term Unemployment and Supplementary Evidence (March 1991)**
Date	1990
ISBN/Publisher	Report to the Employment Service

Available from the Employment Service, Department of Employment.

Category	**Target Groups/Minorities**
Keywords	Target Groups, Caribbean, West Indian, Ethnic Groups, Second Language
Author	Harris, Roxy
Title	**Caribbean English and Adult Literacy**
Date	1979
ISBN/Publisher	0-906509-01-7 Adult Literacy Unit/Interprint Graphic Services, Bagshot, GU19 5AL.

Discusses the differences between Caribbean Creole and Standard English and the implications for adult literacy tutors. Includes a discussion of students' own attitudes to Caribbean Creole English and provides a list of further references.

■

Category	**Target Groups/Minorities, Second Language Teaching**
Keywords	Target Groups, Skill Development, ESOL, Australia, Second Language, Minority Groups
Author	Harvey, B. and McGinty, S.
Title	**Individuals – The Development of Literacy Skills and Competences for Aboriginal Adults – Some Issues**
Date	1988
ISBN/Publisher	In Learning My Way, papers from a national conference on adult aboriginal learning, compiled by B. Harvey and S. McGinty

Title only.

Category	**Target Groups/Elderly, Social/cultural Influences**
Keywords	Social/cultural Influences, Older Adults, Target Groups, Elderly
Author	Heisel, M.
Title	**Adult Education and the Disadvantaged Older Adult: An Analytical Review of the Research Literature**
Date	1980
ISBN/Publisher	Educational Gerontology 5, 125-37

Title only

■

Category	**Target Groups/Gypsies, Programme Evaluation**
Keywords	Gypsies, Policy, Social/cultural Influences, Cultural Background, Children, UK
Author	HMI
Title	**A Survey of Educational Provision for Traveller Children in Essex**
Date	1991
ISBN/Publisher	

Despite a number of gaps in provision, considerable success has been achieved in terms of improved access and attendance by traveller children at school. Schools are increasingly aware of the culture of traveller families and are generally responding in positive ways, aided constructively by the Traveller Education Service.

Category	**Target Groups/Gypsies**
Keywords	Gypsies, Social/cultural Influences, Action Research, Policy, Europe
Author	
Title	**The Education of Gypsy and Traveller Children: Action Research and Co-ordination**
Date	1993
ISBN/Publisher	Hatfield: University of Hertfordshire Press

Collection of action research papers from all over Europe. Focuses on the educational experiences of gypsy and traveller children in the European Union. Provides information on classroom practice and action research from both teachers and researchers in ten member states.

■

Category	**Target Groups/Gypsies**
Keywords	Gypsies
Author	
Title	**Traveller Education**
Date	1980
ISBN/Publisher	Journal of the Gypsy Council for Education, Culture, Welfare and Civil Rights. (Formerly National Gypsy Education Council)

Journal containing information, research, reviews and comment from British gypsies and the educators who work with them. Contains also fiction and poems by travellers and other classroom resources.

Category:	**Target Groups/Gypsies**
Keywords:	Gypsies, Policy, Resources, UK, Children, Programme Evaluation
Author:	HMI
Title:	**A Survey of Four Mobile Circus Schools**
Date:	1990
ISBN/Publisher:	Department of Education & Science

Inspectors' report on four mobile classrooms that travel with UK circuses with financial support from education authorities. Finds that although they largely fail to provide educational opportunities commensurate with sedentary school pupils, there are clear advantages: e.g. they have support of circus families and attendance is much better.

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Category:	**Target Groups/Gypsies**
Keywords:	Cultural Background, Cultural Differences, Cultural Identity, Environmental Factors, Ethnic Groups, Gypsies, Children, UK
Author:	Ivatts, Arthur R.
Title:	**Catch 22 Gypsies**
Date:	1975
ISBN/Publisher:	ACERT

A report of research on a case study of a secondary school's approach to gypsy children. The research analyses the problems created by gypsies in the school and makes suggestions for policies to overcome them. Argues that schools should not impose their ambitions and ideas of valuable skills on to gypsy pupils.

Category:	**Target Groups/Homeless**
Keywords:	Target Groups, Outreach, Homeless, UK
Author:	James, Simon et al
Title:	**Meeting Half Way. Some Approaches to Educational Work with Single Homeless People by the Basic Education Development Scheme**
Date:	1987
ISBN/Publisher:	£1.50 from North Lambeth Day Centre Ltd, St Johns Crypt, 73 Waterloo Road, London SE1 8UD, UK

The Basic Education Development Scheme (BEDS) was first proposed in 1983 as a way of extending adult basic education services to single homeless persons. Its overall objective was to explore through programmes (not research) the most fruitful ways of helping homeless people improve their literacy skills and eventually enter the mainstream adult education system. Programme staff made themselves visible at two day centres for homeless people, not as educational experts but rather as participants. By introducing the game of Scrabble at one centre and organising the league, BEDS staff members were able to introduce the clients to the idea of literacy education in a non-threatening manner. BEDS staff were careful to coordinate their activities with the staff at the centres, so as not to duplicate services or compete for the same clients. A drop-in programme was devised where clients worked in groups to improve their literacy and numeracy skills through quizzes, worksheets, and games. Eventually a programme of short morning courses was developed and implemented side by side with the drop-in programme. The programme has been fairly successful in one of the centres but has only had mixed success in the other. This is largely due to the great diversity of the clients' educational needs. Efforts to work in an advocacy capacity to mainstream clients into traditional adult education programming have met with very limited success, mainly because of the usual barriers encountered by disadvantaged people trying to gain access to the adult education system. A programme to recruit clients who have already gone through the system to serve as tutors (work partners) is under way; however, it is too early to evaluate the recruitment programme's success.

■

Category	**Target Groups/Women**
Keywords	Target Groups, Women, Workplace, Intergenerational Literacy
Author	Kerka, Sandra
Title	**Women, Work and Literacy. Eric Digest No 92.**
Date	1989
ISBN/Publisher	ERIC Clearinghouse on Adult, Career and Vocational Education, Columbus, Ohio

The number of women with low literacy levels, the increased labour force participation of women, and increasing literacy requirements on the job make the case for the inclusion of a literacy component in employment programmes for women. Such programmes should strive to be comprehensive, learner centred, flexible, standards based, and linked to activities that advocate public policy issues that shape literacy services. Wider Opportunities for Women, an organisation that seeks to expand employment opportunities for women, developed a program model based on case studies of five literacy programmes that focus on the needs of low income single mothers. The model, which can be used with other women, attacks the many internal barriers (such as low self esteem, self doubt about ability to learn, and guilt about taking time from their families for self improvement) and external barriers (such as housing problems, financial and health difficulties, and the need for child care and transportation) faced by women in need of both literacy and job training. The five steps to the model (assessing, shaping the programme, getting started, delivering services, measuring impact, and advocating public policy changes) are influenced by research showing that the comprehensive needs of the woman and her family must be addressed in order to have success in both literacy and employment readiness – because the women usually cannot focus on literacy as an isolated goal.

■

Category	**Target Groups/Minorities**
Keywords	Target Groups, Minority Groups, Caribbean, UK, Staff Training
Author	Language and Literacy Unit, Southwark College
Title	**ILEA Afro-Caribbean Language and Literacy Project in Further and Adult Education**
Date	1988
ISBN/Publisher	

Recommendations on good practice in the recruitment and training of black adult literacy tutors.

Category:	**Target Groups/Offenders**
Keywords:	Target Groups, Prisoners, Policy
Author:	LeBlanc, L.A., Pfannenstiel, J.C. and Tashjian, M.D.
Title:	**Unlocking Learning**
Date:	1991
ISBN/Publisher:	Chapter 1 in Correctional Facilities. Final Report: National Study of the Neglected and Delinquent Program

Synthesis of findings from earlier interim reports. Presents policy recommendations in response to problems identified through the study. The report consists of a descriptive study of the population served, a longitudinal study of educational experiences and a study of effective practices.

■

Category:	**Target Groups/Gypsies**
Keywords:	Gypsies, Policy, Europe, Children, Cultural Identity
Author:	Liègeois, J.P./ The Commission of the EC
Title:	**School Provision for Gypsy and Traveller Children**
Date:	
ISBN/Publisher:	

Discussion of policy implications of Europe-wide study of educational provision for gypsy and traveller children. Finds that educational systems have rejected traveller cultures, although assimilationist policies are weaker now. Proposes new networks of coordination of education policies for travellers and institutions at member state level to coordinate educational provision.

Category:	**Target Groups/Gypsies**
Keywords:	Gypsies, Policy, Comparative Studies, Children, Evaluation Methods, Europe, Target Groups
Author:	Liègeois, Jean-Pierre
Title:	**Schooling for Gypsies' and Travellers' Children. Evaluating Innovation**
Date:	1988
ISBN/Publisher:	Council of Europe/Council for Cultural Cooperation. Report No. DECS/EGT(87)36E, Strasbourg

Report from 1987 seminar of teachers and teacher trainers on the evaluation of innovations in schooling for gypsy and traveller children. The political, financial, institutional and organisational preconditions of innovation are discussed, and the possibility of transfer of policies from one context to another.

■

Category:	**Target Groups/Women**
Keywords:	Target Groups, Women, Writing, Reading, Oral Communication, Talking
Author:	Mace, J. (ed.)
Title:	**Women's Lives, Women's Literacy**
Date:	1993
ISBN/Publisher:	Papers from the 1993 Women and Literacy Converence, Goldsmiths' College, University of London, Faculty of Education Literacy Research Group.

Contains a series of accounts of the diversity and common bases for women's potential interest in their own literacy, and the choices made by women students and tutors about the form their reading and writing will take.

Category:	**Target Groups/Women**
Keywords:	Target Groups, Women, Gender, Reading, Writing, Adult-child Comparisons, Schools
Author:	Mace, J., Moss, W., Pidgeon, S. and Plackett, E.
Title:	**Literacy and Gender**
Date:	1993
ISBN/Publisher:	Papers from the 1993 conference 'Women's Lives, Women's Literacy'. Literacy Research Group, Goldsmiths' College, University of London

Collection of papers summarising research on gender related differences and issues in literacy in primary, secondary and adult education.

■

Category:	**Target Groups/Minorities, Second Language Teaching**
Keywords:	Target Groups, ESOL, Needs Analysis, Refugees, England, Second Language, Participation
Author:	Manpower Services Commission/Refugee Action
Title:	**Research Into the Employment, Training and Educational Needs of Refugees from Vietnam in Leeds and Bradford**
Date:	1988
ISBN/Publisher:	0-948197-128

A report of one Action Research project which investigated what educational and training courses the target group have completed, where this has led them, identified factors that restrict access to existing training provision, found out what could be done to improve participation in existing provision and indicated what specialist provision is required. 204 adults were interviewed.

■

Category:	**Target Groups/Minorities, Social/cultural Influences**
Keywords:	Social/cultural Influences, Student Motivation, Pygmalion Effect, Teacher Attitudes, Target Groups/minorities
Author:	McCormick, Theresa E. and Noriega, Tino
Title:	**Low versus High Expectations: A Review of Teacher Expectations' Effects on Minority Students**
Date:	1986
ISBN/Publisher:	Journal of Educational Equity and Leadership, v6, n3, p224-34 Fall 1986

The article describes different types of teacher expectations and expectation effects, particularly on minority students. Evidence for the existence of expectation effects is reviewed. Descriptions of behaviours associated with teacher expectations are summarised and recommendations are made for enhancing the learning enviornment for all students.

Category:	**Target Groups/Youth**
Keywords:	Target Groups, Youth, Learning Support, Employment
Author:	McGinty and Fish, J.
Title:	**Learning Support for Young People in Transition: Leaving School for Further Education and Work**
Date:	1992
ISBN/Publisher:	0-335-09765-0

Overview based on studies of transition made by Centre for Educational Research & Innovation and OECD. Different approaches considered and a framework outlined.

■

Category:	**Target Groups/Youth**
Keywords:	Target Groups, Young People
Author:	Meek, M. et al
Title:	**Achieving Literacy: Longitudinal Studies of Adolescents**
Date:	1983
ISBN/Publisher:	

Narrative and case studies of participant research between teachers and adolescents (school age).

Category:	**Target Groups/ Elderly, Learning**
Keywords:	Learning Theory, Cognition, Target Groups, Elderly
Author:	McGrath, W.J.
Title:	**Adult Learning: Effects of Ageing**
Date:	1984
ISBN/Publisher:	Developing Education, v10, n1, p26-7

Title only.

■

Category:	**Target Groups/Gypsies**
Keywords:	Target Groups, Special Initiatives, Gypsies, Training Provision, Europe
Author:	Naylor, S., M. Waterson and M. Whiffin (eds.)
Title:	**The Education of Gypsy and Traveller Children**
Date:	1993
ISBN/Publisher:	University Hertfordshire Press

Conference report papers on action research in 10 European countries provide information on nature of gypsy/traveller groups, their languages, teaching provision and specific national surveys. While the focus is on child education, there is some discussion of work with adults (e.g. Ireland).

Category:	**Target Groups/ Special Needs**
Keywords:	Literacy, Target Groups, Disabilities, Target Groups, Special Needs, Australia
Author:	Norton, M. and Falk, I.
Title:	**Adults and Reading Disability: A New Field of Inquiry**
Date:	1992
ISBN/Publisher:	International Journal of disability, Development and Education 39, 5, p185-196

Describes the development of adult literacy pedagogy and philosophy in Australia, then reports and discusses two studies of rsearch into reading disability for adults. The first is a quantitative alanysis of assessment of adults' reading in 102 asthma patients, and the second is a case study of 11 adult literacy learners. Focuses on the social construction of literacy needs.

Category:	**Target Groups/Homeless, Programme Evaluation**
Keywords:	Target Groups, Homeless, Training Programmes, Programme Evaluation, USA
Author:	Office of Vocational and Adult Education
Title:	**Profiles of State Programs: Adult Education for the Homeless**
Date:	
ISBN/Publisher:	Office of Vocational and Adult Education, Washington DC. Clearinghouse on Adult Education and Literacy

These profiles of Adult Education for the Homeless programmes funded by the McKinney Homeless Assistance Act are compiled from final reports submitted to the Division of Adult Education and Lteracy, US Department of Education, the 50 states and from site visits by division staff. Data are reported for varying lengths of time for the first year of operation. An executive summary offers a broad overview of the programmes, outcomes and recommendations. State information includes some or all of the following: amount of grant expended (and percentage); number served; expenditures per learner; significant achievements, reason for leaving the programme, educational techniques; and barriers to success.

Category:	**Target Groups/Gypsies, Policy**
Keywords:	Gypsies, Social/cultural Influences, Ireland, Target Groups, Policy
Author:	O'Nuallin, Sinèad and Ford, Mary
Title:	**Changing Needs of Irish Travellers: Health, Education and Social Issues**
Date:	1992
ISBN/Publisher:	Woodlands Centre

Survey of living conditions and provision (accommodation, marriage, nutrition, health and education) of Irish travellers in Ireland. Education chapter reveals that attendance has improved enormously amongst school-aged travellers. Attainment, however, is generally lower than among students of sedentary schools. This is largely connected with parental indifference to schools, and discrimination against travellers.

Category:	**Target Groups/ Armed Forces, Organisational Issues, Participation**
Keywords:	Armed Forces, Target Groups, Denmark, Student Participation
Author:	Petersen, B.
Title:	**Special Literacy Activities in the Danish Armed Forces**
Date:	1987
ISBN/Publisher:	Prospects XVII, p25-258

Evaluation of uptake of voluntary training programmes offered to soldiers in Danish armed forces. Paper reports on profiles of the student group, refusers and teachers, and reactions of students to the training.

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Category:	**Target Groups/ Armed Forces**
Keywords:	Target Groups, Armed Forces, Job-related Basic Skills, Teaching Methods, Employment
Author:	Philippi, Jorie W.
Title:	**Matching Literacy to Job Training: Some Applications from Military Programs**
Date:	1988
ISBN/Publisher:	Journal of Reading, v31 n7 p658-66, Apr 1988

Points to the importance of teaching job literacy. Outlines a method (which was successfully employed in the military) of analysing job demands, and then constructing and using effective literacy materials.

Category	**Target Groups/Minorities, Definitions, Statistics, Policy**
Keywords	Target Groups, Minority Groups, Definitions, Ethnic Groups, Policy, Statistics, Canada
Author	Read, Catherine and Mackay, Ronq
Title	**Illiteracy Among Adult Immigrants in Canada**
Date	1984
ISBN/Publisher	Concordia State University, Montreal (Quebec)

This study outlines some of the literacy problems of immigrants to Canada and the attempts being made to overcome these problems. the study first examines some of the popular definitions of literacy with a view to finding what might be a goal for all illiterates in Canada regardless of their birthplace. Next, the latest data are analysed to highlight any apparent immigration trends and characteristics of immigrants in terms of linguistic and ethnic background, education, and income. The occupations in which immigrants are found are analysed to establish not only where immigrants work but also where illiterates work. the policies of both the Canadian Government and the provincial governments are then examined to find out the priority that each level of government accords to literacy activities, particularly for adult immigrants. In the next section, the approaches of other countries to combatting illiteracy are discussed as possibilities from which Canada can learn. The report then discusses the problems of immigrants to Canada and the effect of these problems on determining the educational needs of immigrants. Finally, some of the responses to immigrants in Canada are considered, in particular some of the community based language and literacy programmes set up to overcome educational barriers and meet the identified needs of immigrants in their communities. This document contains extensive tables concerning immigrant literacy in Canada and a list of references.

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Category	**Target Groups/Offenders, Reviews**
Keywords	Prisoners, Organisation, Teaching Methods, Student Characteristics, Target Groups, Reviews, Young People, USA
Author	Rider-Hankin, S.
Title	**Review of the Research: The Educational Process in Juvenile Correctional Schools**
Date	1992
ISBN/Publisher	American Bar Assoc., Special Committee on Youth Ed. for Citizenship

Synthesises data collected following a review and evaluation of educational processes in detention and training schools. For the use of law-related education in juvenile justice settings.

Literature is reviewed (since 1980) to identify elements of the correctional educational processes that are important in the LRE context and includes organisational structure, teaching methodology and student characteristics.

References relating to correctional education are included.

Category	**Target Groups/Offenders**
Keywords	Target groups, prisoners, reviews, USA
Author	Ryan, T.A., Woodard, J.C. Jr.
Title	**Correctional Education: A State of the Art Analysis**
Date	1987
ISBN/Publisher	

A state of the art analysis of correctional education in the United States was undertaken to determine significant changes of trends in relation to earlier studies in 1973 and 1977, years in which the prevailing philosophy guiding correction was rehabilitation and resocialisation as opposed to the 1980s' emphasis on deterrence and incapacitation. A mail survey was sent to all state directors of correctional education in 1983, with replies received from 44 states and the District of columbia. Results were reported as descriptions of the extent and nature of correctional education programmes for adult offenders in 1983, the nature of educational and vocational testing, and the administrative structures, budgets and teaching personnel. Comparison of the 1983 data and the earlier studies was made through statistics for each time period. Statistics reported by the Lehigh study showed that the average number of inmates enrolled in educational programmes of any kind had increased from 304 in 1977 to 571 in 1983. Staffing comparisons were not possible due to different reporting techniques. Some of the same tests were used on inmates throughout the period, but in different proportions. Expenditures per student increased from $906 to $1 579 between 1977 and 1983. The administration of correctional education and the number of correctional school districts showed little change over the years. Twelve tables provide comparative data.

Category	**Target Groups/Women, Social/Cultural Influences**
Keywords	Target Groups, Social/Cultural Influences, Women, USA
Author	Salice, Barbara
Title	**Women and Illiteracy in the United States: A Feminist View. Revised.**
Date	1988
ISBN/Publisher	

Throughout history, American woman have had less access to education than their male counterparts. Because of discrimination based on traditional ideas of inferiority and subjection, female adult literacy rates did not even aproximate male rates until well into the 19th century. The first important steps to improve the status of women were taken in the 19th century, although ethnicity and wealth had an important impact on access to education and quality of literacy. The suffrage movement was particularly instrumental in focusing attention on the need for greater literacy education for women. It was not until the 20th century that the need to educate women for careers or professions was recognised. More recently, feminist literature has reflected the need for education of women that empowers or enables them to take charge of their own lives. Kathleen Rockhill views literacy as a way to gain power form men. Phyllis Safman cites social acculturation and sex role stereotyping, personal problems promoting a failure to complete high school, and institutional barriers to women in adult basic education programmes as three main factors contributing to illiteracy among women today. 17 item bibliography included.

Category:	**Target Groups/Offenders**
Keywords:	Target Groups, Prisoners, England
Author:	Shore, P.
Title:	**The Swindon Basic Education Unit – An Experiment in Educational Provision for Offenders**
Date:	1981
ISBN/Publisher:	Coombe Lodge Rep., v14, n2, p130-139

■

Category:	**Target Groups/ Armed Forces**
Keywords:	Target Groups, Sociological Study, Armed Forces, UK, Writing, Reading
Author:	Stevenson, Colin
Title:	**Challenging Adult Illiteracy: Reading and Writing Disabilities in the British Army**
Date:	1985
ISBN/Publisher:	0-8077-2737-7. Teachers College Press, New York

Sociological study of recruits to the School of Preliminary Education – a school providing remedial education to enable men with below-minimum standards of education to gain skills to stay in army. The book describes the army's role in remedial education, then describes the course participants, test materials and implementation of a specific remedial programme and its outcome.

Category:	**Target Groups/ Armed Forces, Target Groups/Special Needs**
Keywords:	Target Groups, Armed Forces, Teaching Methods, Learning Disabilities, Theses, UK
Author:	Stevenson, C.
Title:	**The Education of the Backward Adult, with Specific Reference to Reading Disability in the British Army**
Date:	1977
ISBN/Publisher:	MPhil Thesis, Southampton

Title only.

■

Category:	**Target Groups/ Armed Forces**
Keywords:	Target Groups, Armed Forces, Testing, Job-related Basic Skills, USA
Author:	Sticht, Thomas G.
Title:	**The Military is Running Out of Brainpower**
Date:	1989
ISBN/Publisher:	Literacy Beat v3 n3 Jul-Aug 1989

The military has responded to recent demographic projections by upgrading its literacy standards: almost 95% of new recruits are high school graduates. In order to maintain its high recruitment standard, the military relies heavily on a standardised test, the Armed Services Vocational Aptitude Battery. Those who have not graduated from high school or who hold the General Educational Development certificate must have higher than average scores in order to enlist. However researchers such as Sticht maintain that heavy reliance on literacy tests are unfair to some young people and troublesome for public policy. Sticht contends that these tests exclude many of the most needy young adults from obtaining the benefits of military service, although such tests are imperfect for determining suitability for the military. Despite recruits with higher literacy skills, remedial literacy programmes in the military are increasing. This training emphasises two strategies – contextual literacy skills (those developed through training in job-related skills) and greater use of technology. Many of the military's research findings and training programmes are adaptable to the civilian workplace.

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Category:	**Target Groups/ Armed Forces, Definitions, Reviews**
Keywords:	Target Groups, Armed Forces, Job-related Basic Skills, Reviews, USA
Author:	Sticht, Thomas G.
Title:	**Basic Skills in Defense. Professional Paper 3-82**
Date:	1982
ISBN/Publisher:	Human Resources Research Organisation, Alexandria, Va

This report was prepared to fulfil the need for an information source of basic skills in the armed services. Researchers obtained and reviewed published literature from various document files. Service representatives of the Joint Service Working Group on Literacy/Basic skills prepared papers describing their service's basic skills programmes, ongoing and projected. In addition, six visits were made to training programmes.

Results of the literature review indicated that for some 200 years a debate has taken place among those responsible for military training that focuses on the role of the military in providing basic skills training for undereducated applicants for military service. A representative sample of the major arguments in the debate was compiled. In general, arguments against the teaching of basic skills in the military focus on pointing to the undesirability of permitting the less literate to enter military service, the costs of training them, the use of limited assignments in lieu of basic skills training, and the ineffectiveness of basic skills programmes in improving either basic skills or job performance. Those arguing for the teaching of basic skills counter that many less literate personnel perform as well as more highly literate ones, that screening instruments are not adequate, that avoiding the use of less literate persons in peacetime prevents their acquisition of training experience when mobilisation requires their use, that literacy training can be cost effective, and that less literate people are required to fill slots in a volunteer military service. Research bearing on the debate was examined in three areas: selection and classification, job training and job performance.

■

Category:	**Target Groups/ Youth, Organisation**
Keywords:	Organisation, Management, Young People, Volunteers, Target Groups, Schemes, Programme Evaluation, Outreach, Teaching Methods, UK
Author:	Suffolk Association of Youth Clubs/Youth Clubs UK
Title:	**Youth Tutoring Youth**
Date:	1990
ISBN/Publisher:	0 907095 593

A report on an ALBSU funded project which, through the Suffolk Association of Youth Clubs' Need to Read Project, developed 1:1 relationships between young students (16-25) and volunteer tutors from their own age group.

Category:	**Target Groups/Offenders**
Keywords:	Target Groups, Prisoners, International, Training Provision
Author:	Sutton, P./UNESCO
Title:	**Basic Education in Prisons**
Date:	1992
ISBN/Publisher:	UNESCO Report No. 7: UNESCO Institute for Education, Hamburg

Report of a Unesco Institute for Education project to investigate and promote basic education in prisons. Refers to international statements of interest and to the various potential purposes of imprisonment. Considers the profile of prisoners, particularly of the specific problems of alienation. Indicates some of the ways of approaching provision. Discussion of the available evidence of effectiveness and the difficulties of its assessment. Good bibliography.

Category:	**Target Groups/Women, Bibliographies**
Keywords:	Target Groups, Job-related Basic Skills, Women, Bibliographies, USA
Author:	Wider Opportunities for Women Inc.
Title:	**Literacy and the Marketplace. Improving the Literacy of Low Income Single Mothers. A report on a Meeting of Practitioners, Policymakers, Researchers, and Funders. New York 14 Jan 1988**
Date:	1989
ISBN/Publisher:	Wider Opportunities for Women Inc., 1325 G Street NW, Lower Level, Washington DC 20005

This report contains the proceedings from a conference on the problems of low literacy among single mothers. The seminar involved practitioners, policymakers, researchers and funders. The report includes an executive summary, six papers grouped according to three topic areas, a seminar agenda and list of participants, and a 57-item bibliography. 'The Economy, Literacy Requirements, and At-Risk adults' (Berryman) and 'Literacy skills Needed in the Workforce' (Uhalde) speak to the theme of the economy and workplace skills: new demands. 'Assessing Literacy Skills and Gains in Job-oriented Literacy Training Programs' (Sticht) and 'Toward a Model of Alternative Assessment' (Sterling) address the theme of literacy skills measurement and programme evaluation. 'Optimal Programming' (Somerfield) and 'Program Designs to Increase Basic Academic Skills' (Strumpf) address the topic of strategies for designing literacy programmes for single mothers.

Category	**Target Groups/Elderly**
Keywords	Target Groups, Older Adults, Needs
Author	Withnall, A. and Percy, K.
Title	**Older Adults and Basic Skills: A Preliminary Exploration**
Date	1990
ISBN/Publisher	Studies in the Education of Adults, 22, 2, 181-94

Describes methodology and findings of a pilot study to examine what basic skills older adults use in their daily lives in retirement, if they seek assistance with basic skills, from whom and what to they wish to improve.

■

Category	**Target Groups/ Special Needs**
Keywords	Dyslexia, Reading, Reading Failure, Reading Difficulties, Target Groups, Special Needs
Author	Wolf, M. and Segal, D.
Title	**Word Finding and Reading in the Developmental Dyslexias**
Date	1992
ISBN/Publisher	Topics in Language Disorders Nov. v13(1) p51-65

Draws on a cognitive neuropsychological perspective to discuss word finding (WF) and reading in the developmental dyslexias (DDs). The co-occurrence of naming and reading (NR) problems in the DDs are also discussed, and a 4-phase research programme on the relationships between NR is identified. The causal nature of the relationship between naming-speed deficits, and the distinctions between naming speed and other WF disorders are addressed. It conconcluded that the naming systems offer powerful, early, differential prediction for various aspects of reading. WF problems in speed and accuracy differentiate average readers from those who are dyslexic from prereading to adult development. Preliminary work suggests that some aspects of word retrieval are amenable to treatment.

■

Category	**Target Groups/Minorities**
Keywords	Target Groups, Ethnic Groups, Migrants, Cultural Identity
Author	Valèrien, J.
Title	**Literacy Training of Migrants and of their Families and Cultural Identity**
Date	1990
ISBN/Publisher	Unesco, International Bureau of Education, Geneva

Brief review which assesses the problem, notes the evolution of education systems in host countries to tackle the problem of 2nd and 3rd generation migrants and discusses the right of cultural identity. Summarises what Unesco is attempting to promote.

Category:	**Target Groups/ Armed Forces, Programme Evaluation**
Keywords:	Target Groups, Training Programmes, Programme Evaluation, Armed Forces, USA
Author:	US Army
Title:	**Poor Design and Management Hamper Army's Basic Skills Education Program. Report to the Secretary of the Army.**
Date:	1983
ISBN/Publisher:	General Accounting Office, document Handling and information Services Facility, PO Box 6015, Gaithersbury, MD 10760. First 5 copies free

Studies have shown that short-term remedial programmes do not provide the competency needed to master highly technical material in many Army jobs, and substantial resources would be required to bridge the literacy gap.

■

Category:	**Target Groups/Homeless**
Keywords:	Target Groups, Homeless, Schemes, USA
Author:	US Dept of Education, Division of Adult Education and Literacy
Title:	**The National Adult Education for the Homeless Program – 1993 Project Abstracts**
Date:	1993
ISBN/Publisher:	

Title only: available through ERIC

Category:	**Target Groups/Homeless**
Keywords:	Target Groups, Homeless, Programme Evaluation, USA
Author:	US Dept of Education, Office of Voc. and Adult Education. Div. of Adult Education & Literacy
Title:	**Adults in Transition: A Report of the Fourth Year of the Adult Education for the Homeless Program**
Date:	1993
ISBN/Publisher:	

Year end performance report based on 28 states. Describes the demographics, the transitions, quality of life indicators and coordination in the programmes. Recommendations for state and national programmes are given.

13. ORGANISATIONAL ISSUES

The references in this section fall into two main groups: research into the way programmes are organised and managed, and research into student participation.

Programme organisation

A good number of the citations here are to works which are closer to handbooks than to research. They have been included to the extent that they identify and discuss common issues and dilemmas, or survey alternative approaches with reference to research findings. However their inclusion also reflects the relative lack of good research in this area. Work on the organisation of **open learning** has also been concentrated in this section, rather than split between here and Programme Evaluation. Readers may find some other useful references under the **Programme Evaluation** heading (e.g. Abell), under **Training**, or in the **General Reviews** section.

In general, work on organisation and management emphasises the importance of matching programme organisation to student needs. This is, of course, consistent with the findings of programme evaluation work on the importance of clear goals and targets. Foster (1988) discusses strategies for realising such an approach. Hayes, in discussing participation, similarly underscores the need for programmes to reflect participants' functional objectives. This in turn implies the need for systematic needs diagnosis, assessment and feedback. Beder's book (1991) provides an excellent discussion of the relevant research and implications for practice, with programme planners as its prime audience.

Open Learning

Large-scale government funding for open learning programmes has led to some systematic evaluations which also provide insights into general management and organisational issues. A major conclusion is that it is important to conceptualise and implement the approach as part of a network of provision, incorporating approaches of different types, and not treat open learning as something separate, self-standing, and able to satisfy all needs. (Similar conclusions have been reached about the Assessment of Prior Learning.) This conclusion holds whatever level is studied (see e.g. Bergin et al; Browning and Mager; Bynner; Mann). Open learning approaches need to be integrated with direct teacher contact, formative assessment and review, and contact with other students: and introduction of open learning approaches needs to be planned and managed as part of an overall system.

Student participation

In contrast to other organisational issues, student participation has been the subject of intensive research, and a great deal is now known about why students participate in adult education/literacy programmes. Until the mid-80s much of this research focused on studies of actual participants: but since then there has been growing interest in non-participants, and in issues of motivation. Good reviews of the literature are provided by McGivney and by Wikelund, Reder and Hart-Landsberg.

Beder, Benavot, Sherman and Valentine have all produced important work on the factors which determine whether or not adults enrol and participate in programmes. Beder, for example, divides

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eligible nonparticipants into three groups: a small motivated one for whom expanded services would provide a simple way into participation, a 'motivated but constrained' group, for whom external circumstances (cost, family pressures etc.) are key, and 'resisters' who are eligible but not motivated. The factors identified in these last two categories recur in much of the relevant research, although many individuals will not fall neatly into one or other group.

There has been particular interest in what McGivney calls 'dispositional barriers', i.e. in potential students' motives and perceptions. This focus is commensurate with current emphasis on social and cultural factors and on individuals' own definitions and values. (See especially **Social-cultural Influences,** and the work of Street, Barton, Hamilton.) A number of writers (e.g. Quigley, Stalker) note that students (and non-students) will not necessarily view participation in programmes as voluntary, but rather as being forced on them. They may associate participation with being talked down to, or having a particular culture forced upon them. (Findings of this sort seem to be more common in US literature than UK research, but this may reflect the focus of research rather than actual differences in programme style.)

Conversely, clarity of programme goals, clearly conveying their relevance to student needs, and focusing on student perceptions is seen as encouraging participation. (Quigley, Garrison) Reder (summarised in Wikelund, Reder and Hart-Landsberg) argues for the need to focus on individuals' definitions of self in understanding and promoting participation. Valentine, in a number of analyses of American data, emphasises that not all potential participants perceive themselves to have a need for literacy instruction. (Valentine; Valentine & Darkenwald) Respondents often disliked school, and expect programmes to involve considerable effort. Clearly, participation is unlikely unless factors such as the latter are more than off-set by perceived needs and expected benefits. (It is noteworthy that research consistently finds practical 'instrumental' objectives to figure largest in participants' own descriptions of their motives.)

More generally there is strong evidence that participation is related to the social and economic context of people's lives. Adult education and literacy programmes are exactly like other forms of further education and training in that participation is found to be more likely the more involved people are in other social, community and cultural activities. In addition, the stage of people's lives, their family circumstances, and 'situational' barriers can be extremely important in determining whether or not people participate. (Valentine, McGivney) Many of these influences on what Beder calls the 'motivated but constrained' group cannot be affected simply by changes in programme provision or organisation. However, a number of researchers (Balmuth, Sherman) emphasise the implication that recruitment is most effective when it taps into networks and support groups (cf Fingeret's work in **Teaching Methods, Definitions, Social/Cultural Influences**)

Most of the research (itself largely American) has focused on comparing participants and non-participants rather than examining drop-out from those already in programmes: this in spite of the fact that drop-out rates are high world-wide. However, an ALBSU publication by Kambouri looks directly at drop-out and progression from basic skills provision. It indicates that a large part of such drop-out occurs during the first three weeks of attendance: but also that students' personal circumstances were the most important factor leading to drop-out (as opposed to progress to other forms of provision). Dissatisfaction with provision was less often cited, although it may, of course, interact with other constraints. However, very little difference in leaving rates could be associated with (explained by) which class or programme a student attended. This tends to confirm the relative importance of 'situational' barriers rather than motivational or cultural ones once participation is established (at least among English students).

Category	**Organisational Issues**
Keywords	Organisation, Management, Policy, Resources, Training Provision, Learning Support
Author	ALBSU
Title	**Challenges and Choices: Basic Skills Provision After the Act**
Date	1992
ISBN/Publisher	ALBSU ISBN 1-870741-52-8

Intended to provide practical help and guidance to providers in the light of the Further and Higher Education Act (1992).

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Category	**Organisational Issues/ Open Learning**
Keywords	Programme Evaluation, Organisation, Management, Schemes, Open Learning, Flexible Learning, UK, Support
Author	ALBSU
Title	**Open Learning Centres in England and Wales, 1988-92**
Date	1993
ISBN/Publisher	ALBSU 1-870741-67-6

Evaluation of this approach through monitoring of 83 centres. Includes details on access, publicity and recruitment, opening/closing times, induction, learning plans and assessment, approaches to learning, support provision. All centres are listed.

Category	**Organisational Issues**
Keywords	Organisation, Management, Training Provision, Good Practice, Programme Evaluation, Quality Indicators
Author	ALBSU
Title	**Organising Provision: Good Practice in Adult Literacy and Basic Skills: A Discussion Document**
Date	1983
ISBN/Publisher	ALBSU

Discussion document on good practice in adult literacy and basic skills, aimed at local education authorities. Includes advice on planning, organisation, resources, staffing, staff development, publicity, access and monitoring.

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Category	**Organisational Issues**
Keywords	Organisation, Management, Resources, Training Provision
Author	ALBSU
Title	**Resourcing Adult Literacy and Basic Skills**
Date	1987
ISBN/Publisher	ALBSU 0906509-82-3

Details the resources needed to provide a high quality basic education service.

Category	**Organisational Issues**
Keywords	Organisational Issues, Management, Open Learning
Author	ALBSU
Title	**Something to Teach and Something to Learn: The ALBSU Literacy Outreach Project**
Date	1987
ISBN/Publisher	ALBSU

Title only

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Category:	**Organisational Issues**
Keywords:	Family Literacy, Literacy, Programme Evaluation, Organisational Issues, Second Language, Teaching Methods, Curriculum Development
Author	Auerbach, E.
Title	**Making Meaning, Making Change: A Guide to Participatory Curriculum Development for Adult ESL and Family Literacy**
Date	
ISBN/Publisher	Washington DC and Englewood Cliffs NJ: Prentice Hall, Regents Centre for Applied Linguistics

This volume (and its companion, Talking Shop, A. Nash, et al, eds.) offers a first-hand account of how to develop a participatory approach to adult ESL literacy, particularly for family literacy programmes. The guide describes the curriculum development process and identifies ways of addressing common instructional issues.

Category:	**Organisational Issues/ Participation**
Keywords:	Organisation, Management, Student Motivation, Student Recruitment, Student Retention, Participation, USA
Author	Balmuth, Miriam
Title:	**Recruitment and Retention in Adult Basic Education: What Does the Research Say?**
Date:	1988
ISBN/Publisher:	Journal of Reading, v31, n7, p620-23, Apr 88

Reports on a survey of adult literacy programmes in the United States, focusing on the issues of student recruitment and retention. Suggests that personal sources are better than non-personal for recruitment, and that extrinsic motivation and a pleasant social environment are factors that can prevent attrition.

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Category:	**Organisational Issues**
Keywords:	Organisational Issues, Definitions, Target Groups, Student Motivation, Programme Planning, Student Participation, Policy, Research, USA
Author	Beder, H.
Title	**Adult Literacy: Issues for Policy and Practice**
Date	1991
ISBN/Publisher:	Florida: Krieger Publishing Company

Excellent book for programme planners. Chapters include: definitions of literacy, the role of federal government, target populations, learner motivations, non-participation issues, goals and purposes of programmes and recommendations for research and practice.

Category:	**Organisational Issues/ Participation**
Keywords:	Organisational Issues, Social/cultural Influences, Student Participation, USA
Author:	Benavot, A., Huang, J. and Cervero, R.
Title:	**An Analysis of Structural Factors Associated with Participation in State Funded Adult Basic Education Programmes**
Date:	1993
ISBN/Publisher:	Int. Journal of Lifelong Education, 12, p17-25

Cross sectional and longitudinal research design to determine the impact of US state characteristics on aggregate adult education participation rates. Argues that the social, political and economic context in which individuals live directly impinges on ABE participation. By exploring structural factors, the research contrasts with studies emphasising importance of individual level attributes.

Category:	**Organisational Issues/ Open Learning**
Keywords:	Open Learning, Organisation, UK, Teaching Methods, Information Technology
Author:	Bergin, S., Hamilton, M., O'Mahony, C. and Moss, W.
Title:	**Open Learning in Adult Basic Education**
Date:	1994
ISBN/Publisher:	Final report on UFC-funded project

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Category:	**Organisational Issues/ Participation**
Keywords:	Organisation, Management, Marketing, Student Recruitment, Oral, Participation, Rural Areas
Author:	Blamire, J. and Dawkins, P.
Title:	**Recruitment and Publicity for Rural Adult Basic Education**
Date:	1981
ISBN/Publisher:	

Title only.

Category:	**Organisational Issues/Participation**
Keywords:	Organisation, Participation, ESOL, Policy, Training Provision, Barriers, Attitudes, USA
Author:	Bliss, W.B.
Title:	**Meeting the Demand for ESL Instruction – A Response to Demographics**
Date:	1990
ISBN/Publisher:	In Chisman, F.P. & Associated Leadership for Literacy (Jossey Bass, San Francisco)

Illustrates the growing demand for ESL instruction in the US. Outlines the institutional barriers to participation in ESL programmes.

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Category:	**Organisational Issues**
Keywords:	Organisation, Management, Specific Approaches, Schemes, Resources, Libraries
Author:	Bramley, G.
Title:	**Adult Literacy, Basic Skills and Libraries**
Date:	1991
ISBN/Publisher:	

This book explores the way libraries in the UK and USA have responded to literacy and ABE programmes and ways in which libraries' provision may be improved.

Part 1 examines the constituent elements of ABE and social skills.

Parts 2/3. Role of libraries in provision of ABE for selected groups: bilingual, black, physically handicapped, hearing impaired, learning difficulties and the retired.

Part 3 - the implications of physical disabilities and effect of mental disabilities on learning.

Part 4 investigates sociological phenomenon of ageing population and unemployment - the special characteristics of these members of society and the libraries' reaction.

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Category:	**Organisational Issues/ Open Learning**
Keywords:	Organisational Issues, Programme Evaluation, Open Learning, Qualifications, Accreditation
Author:	Browning, D. and Mager, C.
Title:	**Developing Open College Networks**
Date:	1991
ISBN/Publisher:	Unit for the Development of Adult Continuing Education

Report of research into Open College networks - between institutions offering accredited basic skills teaching to adults. Finds that much still needs to be done before a national system of credit accumulation and transfer can be set up.

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Category:	**Organisational Issues**
Keywords:	Organisational Issues, Resources, Libraries, Ireland
Author:	Burke, M.
Title:	**Public Libraries and Adult Literacy in Ireland: A Study**
Date:	1991
ISBN/Publisher:	

Title only.

Category:	**Organisational Issues/ Open Learning**
Keywords:	Organisation, Management, Teaching Methods, Learning Methods, Flexible Learning, Youth, Job-related Education, Open Learning, Employment, UK
Author:	Bynner, J.
Title:	**The Rise of Open Learning: A UK Approach to Work-related Education and Training**
Date:	1992
ISBN/Publisher:	International Journal of Lifelong Education v11 n2 p103-14 Apr-Jun 1992 ISSN 0260-1370

Britain's response to unemployment includes initiatives for 16 to 19 year old school leavers and Open University/Colleges for adults. Although open learning principles underlie these programmes, it is essential that continuing education be viewed more broadly than through its work-based aspects alone. Reviews training initiative directed at school leavers (16-17 yrs) and adults. Discusses the common features of open learning in training schemes and locates open learning with the wider framework of continuing education, concluding that a broader view (not restricted to work-related aspects) is essential.

Category:	**Organisational Issues**
Keywords:	Organisational Issues, Reviews, Programme Evaluation, Specific Approaches, UK
Author:	Charnley, A. and Withnall, A.
Title:	**Developments in Basic Education: Special Developments Projects 1978-85**
Date:	1989
ISBN/Publisher:	0-906509 99-8. ALBSU

An analysis of Special Developments Projects sponsored by ALBSU.

Category	**Organisational Issues**
Keywords	Organisation, Management, Distance Methods, Flexible Learning, Open Learning, Europe, National Policies, Training, Comparative Studies
Author	Commission of the European Communities
Title	**Report on the Fight Against Illiteracy**
Date	1989
ISBN/Publisher	Brussels, Belgium

The member countries of the Commission of European Communities carried out various programmes to combat illiteracy in their countries. The activities can be grouped in six areas: (1) adaptation of teaching to overcome the learning difficulties of disadvantaged pupils; (2) reconsideration and development of the objectives of language skills at the primary level; (3) prevention of loss of skills in students; (4) initial and inservice teacher training; (5) literacy campaigns; and (6) distance learning. Community action was also initiated to teach literacy. The majority of this document is made up of summaries of the activities of the literacy programmes carried out in the 12 member states: Belgium, Denmark, France, Germany, Greece, Ireland, Italy, Luxembourg, The Netherlands, Portugal, Spain, and The United Kingdom.

Category:	**Organisational Issues/participation**
Keywords:	Organisational Issues, Access, Student Motivation, Participation, Barriers, Unemployed, Oral Skills
Author:	Conner, T.N. and Williams, J.A.
Title:	**Oral Communication Apprehension Among Adult Learners: A Factor to be Considered in Adult Basic Education**
Date:	1987
ISBN/Publisher:	Adult Education Quarterly 38.1 p14-20 Fall 1987

Study to determine whether or not fear of speaking is related to the employment status of students enrolled in Adult Basic Education (ABE) programmes. Results indicate that the relationship is positive. Unemployed adults enrolled in ABE demonstrated greater reticence to talk on a measure of oral communication apprehension than did employed ABE students. Programmes designed to maximise the oral communicative confidence and skill of ABE students should be considered in order to enhance the employment potential of the adult learner.

Category:	**Organisational Issues**
Keywords:	Organisational Issues, Ethnic Groups, Literacy, Social/cultural Influences, Cultural Identity, USA, Second Language
Author:	Crandall, J.A.
Title:	**Literacy, Language and Multiculturalism**
Date:	
ISBN/Publisher:	In C. Kreidler (ed.) Proceedings of the 1991 Georgetown University Roundtable on Languages and Linguistics. (Washington DC: Georgetown University Press)

This paper analyses two major perspectives on adult literacy in the United States – the economic and the social – and discusses the ways in which these affect the types of literacy educational programmes provided, especially as they relate to language minority individuals. The paper also identifies needed research by linguists and language educators.

Category:	**Organisational Issues**
Keywords:	Organisational Issues, Reviews, Student Participation, Access, Workplace, Social/cultural Influences, Policy, Europe, USA, Sweden, UK, Canada, Germany
Author:	Edwards, R., Sieminski, S. and Zeldin, D.
Title:	**Adult Learners, Education and Training**
Date:	1993
ISBN/Publisher:	0-415-0892-4 Routledge

Collection of papers in three sections:

1. Participation, non-participation and access
2. The economy, education and training
3. Social movements and change in education and training.

◆

Category:	**Organisational Issues**
Keywords:	Organisation, Management, Teaching Methods, Student Needs, Resources
Author:	Foster, P.
Title:	**The Management of Essential Adult Learning**
Date:	1988
ISBN/Publisher:	In J. McCaffery and B. Street: Literacy Research in the UK. Adult and School Perspectives. 69-89

After looking at funding and notions of financial accountability and conventional management styles, the article looks at the strategies for realising an approach which avoids a mismatch between the needs of learners and the resourcing and organisation of the system.

Category:	**Organisational Issues**
Keywords:	Tutor Competence, Student Attitudes, Organisation, Management, Programme Evaluation, Tutoring Skills, Australia
Author:	Foster, S. and Byrne, M.
Title:	**A Study of Tutor Competence in an Adult Literacy Project – Research Report No. 18A.**
Date:	1979
ISBN/Publisher:	TAFE Council, Tertiary Ed. Commission, PO Box 18, Belconnen ACT 2616. Rpt TD 386 ACT 3.10.

A study found that both tutors and students view the programme as achieving its objectives, although there were differential perceptions as to the extent of achievement, which reflected the experience and understanding of the tutoring situation and its difficulties by the different groups.

Category:	**Organisational Issues/ Open Learning**
Keywords:	Organisation, Management, Open Learning, Colleges, Student Progress, Participation,
Author:	Further Education Unit
Title:	**Open College Networks: Participation and Progression**
Date:	1993
ISBN/Publisher:	

Brief report of research to explore how far OCNs were achieving their objectives and their effect on learners and also what could be learned about adult learners and progression.

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Category:	**Organisational Issues**
Keywords:	Policy, Organisation, Management, Learning Support, Youth, Colleges
Author:	Further Education Unit (FEU)
Title:	**Learner Support Services in Further Education: A Commentary on Current Developments**
Date:	1993
ISBN/Publisher:	1-85338-299X

Based on two FEU projects - a discussion paper for generating commentary and ongoing dialogue on the development of organisation and staffing of learner services in colleges.

Category:	**Organisational Issues/ Participation**
Keywords:	Organisational Issues, Programme Evaluation, Student Retention, Drop-outs, Programme Planning, Psychosocial Factors, Participation
Author:	Garrison, D.R.
Title:	**Predicting Drop-out in Adult Basic Education Using Interactive Effects Among School and Non-school Variables**
Date:	1985
ISBN/Publisher:	Adult Education Quarterly, v36, n1, p25-38

Includes theoretical considerations and research which explored the effect of course relevancy and goal clarity plus psychosocial variables upon persistence/drop-out. Anomolous initial findings led to a second analysis using interaction variables which showed that an interaction of ability to convey relevancy added to the discrimination of persisters and dropouts.

Notes that many ABE learners set unrealistic occupational goals.

Category:	**Organisational Issues**
Keywords:	Organisational Issues, Research
Author:	Hamilton, M., Ivanic, R. and Barton, D.
Title:	**Knowing Where We Are: Participative Approaches to Researching Literacy**
Date:	1992
ISBN/Publisher:	In Hautecoeur, J.P. Literacy Strategies in Community-Based Organisations. UNESCO

Title only.

Category:	**Organisational Issues/ Participation**
Keywords:	Organisational Issues, Student Participation, Barriers, Student Motivation, Access, Literacy
Author:	Hayes, E.R.
Title:	**A Typology of Low-Literate Adults based on Perceptions of Deterrents to Participation in Adult Basic Education**
Date:	1988
ISBN/Publisher:	Adult Education Quarterly 39.1 p1-10 Fall 1988

Develops a comprehensive way to view differences in groups of low-literate adults through a typology based on deterrents to basic adult education. Analysis of data on 160 low-literate students reveals six types of low-literate adults reading to scores on five factors. The typology provides a basis for the development of strategies and programmes to meet the needs of specific subgroups of the low literate population in adult basic education.

Category:	**Organisational Issues/ Participation**
Keywords:	Organisational Issues, Social/cultural Influences, Barriers, Participation, Student Profiles
Author:	Hayes, E.R. and Darkenwald, G.G.
Title:	**Participation in Basic Education – Deterrents for Low-literate Adults**
Date:	1988
ISBN/Publisher:	Studies in the Education of Adults, v20, n1, p16-28, Apr 1988

A study to develop a method to collect information about deterrents in a form that could be systematically analysed, interpreted and utilised by future investigators and ABE practitioners. Related research reviewed, method instruments described, and data from 160 students analysed.

Category:	**Organisational Issues/ Participation**
Keywords:	Organisational Issues, Participation, Functional Literacy, Reading, Writing, Measurement, Needs
Author:	Hayes, E.R. and Valentine, T.
Title:	**The Functional Literacy Needs of Low-Literate Adult Basic Education Students**
Date:	1989
ISBN/Publisher:	Adult Education Quarterly 40.7 p1-14 Fall 1989

Study of self-perceived, functional literacy needs of low-literate adult basic education students. Based on a questionnaire for rating to which extent they felt they needed to learn 20 functional tasks. Results of a factor analysis suggest that these functional tasks can be conceived of as three broad categories

- everyday reading and writing tasks
- maths and measurement tasks
- special literacy tasks

Subgroups of learners identified based on their comparative needs to learn these categories of tasks. Analysis of follow-up data further revealed that existing programmes are less effective than they could be at helping learners meet their self-perceived literacy needs.

Category:	**Organisational Issues/ Participation**
Keywords:	Organisation, Management, Drop-outs, Programme Evaluation, Participation, Student Retention, Literacy, Barriers, Learning, UK
Author:	Kambouri, M. and Francis, H. (ALBSU)
Title:	**Time to Leave? Progression and Drop-out in Basic Skills Programmes**
Date:	1994
ISBN/Publisher:	London: ALBSU 1 870741 99 4

Study of drop-out and progression in adult basic skills and literacy programmes in England and Wales, based on a survey of a large sample of people who left basic skills provision. Data reveal that there are large discrepancies between the motivation that tutors perceive leavers have to give up and the reasons reported by the leavers themselves. Section on implications of findings suggests more attention should be given to student' needs in their first three weeks, when they are most likely to leave. Argues that in the past, basic skills provision has tended to be marginalised.

Category:	**Organisational Issues**
Keywords:	Organisational Issues, National Programmes, Policy, Reviews, Australia
Author:	Lo Bianco, J.
Title:	**Alas, poor ALAC? An Overview of the Adult Literacy Action Campaign**
Date:	1990
ISBN/Publisher:	Austr. J. of Reading, v13, n1, p16-22. From marginal status to centre stage

Title only.

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Category:	**Organisational Issues/ Open Learning**
Keywords:	Organisational Issues, Open Learning, Materials Development, Distance Learning, Participation, Motivation
Author:	Mann, S.
Title:	**The Effective Design and Delivery of Open and Distance Learning for Management Education**
Date:	1987
ISBN/Publisher:	Centre for the Study of Management Learning, University of Lancaster

Reports on research into the design, delivery and learners' experience of open and distance learning packages. Provides advice on development and use of open learning materials, and discusses issues affecting drop-out, motivation and completion.

Category:	**Organisational Issues/ Participation**
Keywords:	Organisational Issues, Programme Evaluation, Drop-outs, Student Retention, Participation
Author:	Martin, L.G.
Title:	**Drop-out, Persistence and Completion in Adult Secondary and Pre-vocational Education Programs**
Date:	1990
ISBN/Publisher:	Adult Literacy and Basic Education v14, n3, p159-74

Title only.

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Category:	**Organisational Issues/ Participation**
Keywords:	Organisational Issues, Programme Evaluation, Student Retention, Drop-outs, Student Attitudes
Author:	May, S.
Title:	**Shall I go to Class this Evening?**
Date:	1985
ISBN/Publisher:	Adult Education (NIACE) v58, n1.

An exploratory study into the attitudes and attendance behaviour of students attending adult education in 1982-3. Questionnaires presented data on motives and expectations, student satisfaction, for regular attenders and drop-outs, and a predictive model of overall satisfaction was tested.

Category:	**Organisational Issues/ Participation**
Keywords:	Organisational Issues, Reviews, Student Participation, Access, Social/cultural Influences, Barriers
Author:	McGivney, V.
Title:	**Education for Other People: Access to Education for Non-participant Adults**
Date:	1990
ISBN/Publisher:	NIACE, Leicester

Review of research on participation and non-participation in adult education. Examines who are the non-participants, reasons for non-participation, and theories of participation.

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Category:	**Organisational Issues**
Keywords:	Organisation, Management, Specific Approaches, Learning Experiences, Community Programmes, Australia
Author:	Nelson, A.J.A. and Dymock D.R.
Title:	**Adult Literacy and Community Development**
Date:	1986
ISBN/Publisher:	Report of a workshop

Papers include:

- The community development approach to literacy.
- Broken mirrors, broken lives and breaking into new ways of literacy.
- Influences on adult literacy practice in Australia.

Category:	**Organisational Issues/ Participation**
Keywords:	Organisational Issues, Student Participation, North America
Author:	Quigley, B.A.
Title:	**Opposing Views: An Analysis of Resistance to Adult Literacy and Basic Education**
Date:	1992
ISBN/Publisher:	Intnl. Journal of Lifelong Education 11, p41-49

Examines the high non-participation rate in adult basic education programmes in North America. Good review of the literature on participation. Adopting a sociological reproduction theory viewpoint, the study investigates view of resisters to schooling and provides recommendations for ABE practice and research.

Category:	**Organisational Issues/ Participation**
Keywords:	Organisational Issues, Native Learners, Minority Groups, Barriers, Participation, Canada
Author:	Sawyer, D. and Rodriguez, C.
Title:	**How Native Canadians View Literacy: A Summary of Findings**
Date:	1992
ISBN/Publisher:	Reading Research, n36, p284-293

Research study exploring views of potential native literacy learners on the purposes, content, structure and methods of effective literacy programmes.

Explores:

- perceived values and purposes of literacy
- past barriers to acquiring literacy skills
- preferred learning techniques
- current barriers to participation.

Category:	**Organisational Issues/ Participation**
Keywords:	Organisational Issues, Social/cultural Influences, Participation, Student Motivation, Barriers, Student Recruitment, USA
Author:	Sherman, Janet M.
Title:	**Change Theory and Increasing Participation in Adult Basic Education**
Date:	1990
ISBN/Publisher:	Journal of Adult Education, v18, n2, p19-30 Spring 1990

A number of surveys conducted in Wyoming and discussions with 16 adult basic education students determined barriers to and motivation for participation. Results indicate the need for more positive publicity emphasising socially acceptable reasons for attending recruitment through support groups, attention to such barriers as child care, funding and transportation; and enhancement of self-worth and progress in learning.

Category	**Organisational Issues/ Participation**
Keywords	Organisational Issues, Participation, Access, Barriers, Student Motivation
Author	Stalker, J.
Title	**Voluntary Participation: Deconstructing the Myth**
Date	1993
ISBN/Publisher	Adult Education Quarterly 43.2 p63-75 Winter 1993

Examines the assumption that adults enter into adult education voluntarily. Explores how adults view such opportunities. On the basis of interviews of 20 workers argues that many participate as result of exercise of authority and control, rather than voluntarily.

■

Category	**Organisational Issues**
Keywords	Organisational Issues, Resources, South Africa
Author	Tyacke, J. and French, E.
Title	**Towards an Organisational Infrastructure for Large-Scale Promotion of ABE in South Africa**
Date	1992
ISBN/Publisher	

Title only

Category	**Organisational Issues**
Keywords	Organisation, Management, Youth, Policy, Schemes, Core Skills
Author	Valentine, R.
Title	**Core Skills: Case Studies in How Core Skills were Introduced and Used in Three YTS Schemes**
Date	1985
ISBN/Publisher	

Title only

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Category	**Organisational Issues/ Participation**
Keywords	Organisational Issues, Social/cultural Influences, Student Motivation, Student Participation, Student Characteristics
Author	Valentine, T.
Title	**What Motivates Adults to Participate in the Federal Adult Basic Education Program?**
Date	1990
ISBN/Publisher	

Brief summary and overview which details the research approach, identifies 10 motivational factors for 232 ABE students and presents conclusions.

Category:	**Organisational Issues/ Participation**
Keywords:	Organisational Issues, Student Motivation, Student Attitudes, Participation, Barriers, Social/cultural Influences, Drop-outs, Profiles, USA
Author:	Valentine, T.
Title:	**Why Some Eligible Adults Choose Not to Participate in the Federal Adult Basic Education Program.**
Date:	1990
ISBN/Publisher:	Research on Adult Basic Education, No. 3 of 3, Iowa State Dept. of Education, Des Moines

A great discrepancy exists between the potential number of adult basic education (ABE) participants (all adults who have not graduated from high school) and those who actually choose to participate in ABE. To determine why high school drop-outs choose not to participate in ABE, telephone interviews were conducted with a carefully constructed, statewide sample of 129 adults in Iowa who were eligible for ABE but had never participated. During the interviews, respondents were asked to rate the accuracy of 32 statements describing reasons for not taking classes to complete high school. (The ratings were subjected to factor analysis, which suggested that there are four basic reasons why eligible adults choose not to participate in ABE: low perception of need, situational barriers, perceived effort, and dislike for school). Older adults were most likely to have low perceptions of need, whereas situational barriers most often prevented participation of young, married adults who were employed full time and had children. The study concluded that adult educators should try to change perceptions of potential students towards education, admit that low perception of need may be reasonable in some cases, and work towards removing situational barriers by providing child care and other support services.

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Category:	**Organisational Issues/ Participation**
Keywords:	Organisational Issues, Barriers, Student Participation, Access, Adults, Student Motivation, Student Characteristics
Author:	Valentine, T. and Darkenwald, G.G.
Title:	**Deterrents to Participation in Adult Education: Profiles of Potential Learners**
Date:	
ISBN/Publisher:	

Constructs a typology of distinctive types of adults who could be attracted to adult education. Types relate to the forces deterring their participation which were identified as: lack of confidence, lack of course relevance, time constraints, low personal priority, cost and personal problems. The resultant framework has considerable practical and theoretical significance for adult education.

Category:	**Organisational Issues/ Participation**
Keywords:	Organisational Issues, Social/cultural Influences, Student Participation, Barriers, Student Attitudes, Student Motivation, USA
Author:	Watt, Connie F. and Boss, Marvin W.
Title:	**Barriers to Participation in Adult Upgrading Programs: An Exploratory Study**
Date:	1987
ISBN/Publisher:	Adult Literacy and Basic Education, v11, n3, p113-22

A survey of 140 adults who were completing requirements for a high school diploma or upgrading their business or academic skills reported past and present barriers to participation in educational programmes. In contrast to other research, attitudinal barriers such as lack of self confidence and lack of previous education were reported more frequently.

Category:	**Organisational Issues/ Participation**
Keywords:	Organisational Issues, Reviews, Student Participation, Bibliographies
Author:	Wikelund, K.R., Reder, S. and Hart-Landsberg, S.
Title:	**Expanding Theories of Adult Literacy Participation: A Literature Review**
Date:	1992
ISBN/Publisher:	National Center on Adult Literacy, University of Philadelphia, 3910 Chestnut Street, Philadelphia, PA 19104-3111Report TR92-1

A review of the research indicates the deterrents to widespread and sustained participation.

Category	**Organisational Issues**
Keywords	Organisational Issues, Programme Evaluation, Good Practice, Surveys, Resources, Scotland
Author	Wilson, V.
Title	**Adult Basic Education in Scotland – The Costs and Benefits**
Date	1992
ISBN/Publisher	Scottish Educational Review, v24, n1, May 92

A research project commissioned by the Scottish Office Education Department Research and Intelligence Unit to identify the costs and benefits of different approaches to ABE, and particularly the elements which contributed to effective delivery. The findings are presented and the difficulties encountered when the concept of cost-benefit was applied to ABE.

14. PROGRAMME EVALUATION

Evaluations of specific approaches and methods of delivery will frequently be included in the **Teaching Methods or Organisational Issues** sections. References in this section have a more general remit, or are concerned with methods of programme evaluation rather than specific outcomes.

There are rather few good research-based publications on programme evaluation. Most evaluation documents – and they are myriad – relate to very small numbers of participants. They may also provide little or no clear data to support their conclusions and/or fail to consider whether the outcomes they report can really be attributed to one approach rather than another. This partly reflects evaluators' failure to look beyond the programme in question, and take a comparative or theoretical perspective. But it also reflects the fact that evaluation of adult literacy programmes is very difficult.

It is always very hard, in education generally, to separate out the effects on students or institutions of particular teaching methods, or organisational patterns, or curriculum content. Students are different from each other, programmes differ from each other in lots of ways, not just the one being studied, and it is hard to know how far the outcomes observed would have happened anyway.

In adult literacy programmes, these problems are compounded. As evaluations themselves make clear, there is huge diversity in students' needs, participation patterns and motivation. As discussed in the **Measurement** section, there are few good measures available for assessing programme outcomes. There are also disagreements about the merits of different teaching methods and methods of organisation and therefore relatively few established principles from which evaluations can start.

The US government frequently undertakes large-scale evaluations of programme provision. These can provide an excellent model for evaluation practice, but are not referenced here since none has examined literacy provision among adults, or addressed the particular evaluation problems of this sector. In the UK, ALBSU is currently evaluating basic skills provision in further education and in the workplace. Previous work by Abell (1992) evaluated the effectiveness of varying styles of literacy provision. It underscored the importance of clear 'contracts' between students and tutors, clarifying expectations of specific learning targets and of structured initial and formative assessment.

Programme evaluation is likely to become of increasing importance in the future, in spite of its difficulty and frequent indeterminacy. This is because of the growing emphasis on accountability and standards, a worldwide phenomenon though one which, in education, has until now been more in evidence in the school sector than in adult education. This will probably change (see ALBSU's discussion of quality standards and the US Office of Vocational and Adult Education's work on model indicators, both referenced in this section).

One possible response is to develop new outcome and evaluation measures that acknowledge the particular context and concerns of literacy programmes. Fingeret provides evaluation guidance specifically designed for participatory and community based programmes (see also Kazemek). More generally, Chinapah and Miron summarise current good practice and techniques for educational evaluation. Although not concerned specifically with literacy programmes, the principles and processes they set out have general relevance.

Category:	**Programme Evaluation**
Keywords:	Programme Evaluation, Quality Indicators, Organisation, Management, Teaching Methods, Student Assessment, Measurement
Author:	Abell, S., LBSU
Title:	**Effective Approaches in Adult Literacy**
Date:	1992
ISBN/Publisher:	870742-37-4

A report of two research projects identifying the key factors which influence the effectiveness of provision based on survey of providers. Pages 48-55 provide guidance on methods of measuring and assessing students' progress.

■

Category:	**Programme Evaluation**
Keywords:	Programme Evaluation, Flexible Learning, Open Learning, Australia, Specific Approaches, Independent Study
Author:	Adelaide College of TAFE
Title:	**The Adult Literacy Access Studies Programme – 1986 Review**
Date:	1986
ISBN/Publisher:	0-730510097. TAFE Clearinghouse, South Australian Dept of TAFE, GPO Box 2352, Adelaide, SA 5001. (Rept TD/SA 14.13

Part 1 details the innovative approach adopted by the programme which is based on an asserted independent learning approach. The philosophies of the approach are examined.

Part 2 is a practical evaluation of the programme.

Category:	**Programme Evaluation**
Keywords:	Programme Evaluation, Quality Indicators, Good Practice, Measurement, Learning Support
Author:	ALBSU
Title:	**Evaluating Effectiveness in Adult Literacy and Basic Skills**
Date:	1991
ISBN/Publisher:	1-870-741-23-4

A good practice document to help providers monitor, support and evaluate basic skills.

■

Category:	**Programme Evaluation**
Keywords:	Programme Evaluation, Organisation, Management, Quality Indicators
Author:	ALBSU/NIACE
Title:	**Quality Standards for Basic Skills Programmes**
Date:	1992
ISBN/Publisher:	1-870-741-46-3

Sets out the minimum a student should be entitled to expect from a basic skills programme and introduces a 'Quality Mark'.

Category:	**Programme Evaluation**
Keywords:	Programme Evaluation, Employment, Workplace
Author:	Barker, K.C.
Title:	**A Program Evaluation Handbook for Workplace Literacy**
Date:	1991
ISBN/Publisher:	National Literacy Secretariat, Ottawa, Ontario K1A 0M5, Canada

This handbook provides various options and processes that can be used for formal evaluation of workplace literacy programmes. An introductory section acknowledges the weaknesses of any evaluation attempt. Presents three steps of the evaluation process. Information gathering and analysis are explored. Examines the technical aspects of formal evaluation, including data gathering methods and tools, and data analysis.

■

Category:	**Programme Evaluation**
Keywords:	Programme Evaluation, Organisational Issues, Participation, Teaching Methods, Good Practice, Target Groups, Rural Areas, Australia
Author:	Brennan, R. and Brennan, M.
Title:	**A Word from the Riverina: Perspectives on Adult Literacy Education**
Date:	1993
ISBN/Publisher:	0-7316-8783-3 (Riverina Regional Council on Adult Education, NSW, Australia)

Evaluates good practice in adult literacy provision in relation to literacy needs. The project formed part of the Australian Adult Literacy Action Campaign; and emphasised factors affecting participation, the need for active recruitment, the importance of community links, and the needs for different tuition formats.

■

Category:	**Programme Evaluation**
Keywords:	Programme Evaluation, Specific Approaches, Schemes
Author:	Brown, E.
Title:	**Evaluation of the R.O.A.D. to Success Program**
Date:	1990
ISBN/Publisher:	Institute for the Study of Adult Literacy, Pennsylvania State University, US

Title only.

Category:	**Programme Evaluation**
Keywords:	Programme Evaluation, Learning Evaluation, Cognition, Student Evaluation
Author:	Browne, C.
Title:	**The Application of Cognitive Map Analysis to Semi-structured Depth Interviews with Adults who have Received Formal Adult Literacy Tuition**
Date:	1989
ISBN/Publisher:	Studies in the Education of Adults v21, n2, p140-149, Oct 89

A study which explored the long-term effects of literacy tuition as perceived by those who received it.

■

Category:	**Programme Evaluation**
Keywords:	Programme Evaluation, Young People, Vocational Education, Research Methods, Tests
Author:	Chinapah, V. and G. Miron
Title:	**Evaluating Educational Programmes and Projects: Holistic and Practical Considerations**
Date:	1990
ISBN/Publisher:	92-3-102648-8 UNESCO

Overview of approaches, designs and techniques for evaluating educational programmes and projects. Although many examples are from developing countries, the principles have universal relevance; and literacy and technical/vocational programmes are addressed directly.

Category:	**Programme Evaluation**
Keywords:	Workplace, Literacy, Programme Evaluation, Organisational Issues, Employment, Second Language
Author:	Collins, S.D., Balmuth, M. and Jean, P.
Title:	**So We can Use our Own Names, and Write the Laws by Which We Live: Educating the New US Labor Force**
Date:	1989
ISBN/Publisher:	Harvard Educational Review 59.4.454-469

The article describes four case studies of union-based workplace literacy programmes for language minority individuals which were developed by the Consortium for Worker Education in New York. The programmes focus on the education needed for advancement in employment and for personal growth and empowerment. Described are the ACTWU Worker Education Program, the ILGWU program for Dislocated Sewing Machine Operators, the Teamsters Local 237 Workplace Literacy Program for supervisors of Caretakers (supervisors of custodians), and Computers and Literacy: A Consortium.

Category	**Programme Evaluation**
Keywords	Adult Education, Literacy Education, Functional Literacy, Reading Skills, Writing Skills, Policy, Australia
Author	Dymock, D.
Title	**Adult Literacy Provision in Australia: Trends and Needs**
Date	1982
ISBN/Publisher	Australian Council for Adult Literacy, Armidale

A significant proportion of the Australian adult population has major difficulties with reading and writing. These adults can be described as functionally illiterate. The first aim of this study was to establish a list of schemes in Australia which were offering literacy programmes to help such adults. Questionnaires were sent to the coordinator of each scheme identified to achieve the second aim: the collection and analysis of information about these schemes to try to identify trends and needs. Particular attention was paid to the schemes' objectives, teaching methods, tutors, tutor training, sources of finance, students and their immediate needs. Information was collected between June and November 1980. Three general trends were evident: (1) the number of adult literacy schemes in Australia is increasing (the number trebled in five years from 1976); (ii) more adults are coming forward for help as a result of the larger number of schemes and increased public awareness of provision; (iii) there is a continuing diversity of provision, with the TAFE (Technical and Further Education) sector dominant, but with community-based schemes strongly represented. There was also a variety of major and minor trends evident in all of the areas under review. Identifying these trends helped to isolate eleven major areas of need or concern in Australian adult literacy provision. These include a lack of teachers; a lack of adequate training for volunteers; the instability of funding and the lack of strong commitment and action by the Commonwealth government. Eleven recommendations are made to indicate how needs may be met and deficiencies rectified.

■

Category	**Programme Evaluation**
Keywords	Programme Evaluation, Australia, Outcomes
Author	Dymock, D.
Title	**Towards Active Literacy: Outcomes of Adult Literacy Programs**
Date	1990
ISBN/Publisher	Austr. J. of Reading, v13, n1, p41-52. Focus issue: Adult Literacy: From marginal status to centre stage

Title only

■

Category	**Programme Evaluation**
Keywords	Programme Evaluation, Participatory programmes, Curriculum Development, Teaching Methods, Learning, Participation, Organisational Issues
Author	Fingeret, A. and Jurmo, P. (eds)
Title	**Participatory Literacy Education. New Directions in Continuing Education No. 42**
Date	1989
ISBN/Publisher	San Francisco: Jossey Bass

Collection of papers on participatory literacy programmes which encourage the sharing of power among learners and staff to promote learning efficiency. Students work with teachers and programme staff to develop curricula. Materials can include students' writing

Category:	**Programme Evaluation**
Keywords:	Programme Evaluation, France, National Studies, Policy
Author:	Freynet, P.
Title:	**L'alphabétisation des Adults Francophones en France**
Date:	1986
ISBN/Publisher:	International Review of Education v32 n4 p479-484

Short review of policy and practice on illiteracy in France.

■

Category:	**Target Groups/Workplace, Programme Evaluation**
Keywords:	Programme Evaluation, Core Skills, Policy, UK
Author:	Further Education Unit
Title:	**The Core Skills Initiative**
Date:	1990
ISBN/Publisher:	

Pamphlet detailing initiative to develop and assess core skills in post-16 courses by the Further Education Unit. Concludes that the following areas need particular attention if initiative is successful: lead industry bodies/examination boards; adults (access to higher education); staff development and resourcing.

Category:	**Programme Evaluation**
Keywords:	Programme Evaluation, Literacy, Definitions, Social/cultural Influences, Writing, Reading, Teaching Methods
Author:	Kazemek, E.
Title:	**Necessary Changes: Professional Involvement in Adult Literacy Programs**
Date:	1988
ISBN/Publisher:	Harvard Educational Review 58.4 p464-487

The author takes issue with those who perceive literacy as a set of 'basic' skills needed by all adults and fail to take into account the personal and social basis of literacy in their design of adult literacy programmes. Instead, he suggests a model of literacy instruction which incorporates ethnographic research findings into a dialogic (Frierian) approach, 'one that fosters collaborative learning in small groups of adults' (480), using discussion, writing and sharing of journals, language experience stories, and shared reading.

Category:	**Programme Evaluation**
Keywords:	Programme Evaluation, Model Indicators, Measurement, Organisational Issues, Staff Training
Author:	Office of Vocational and Adult Education, US Dept. of Education
Title:	**Model Indicators of Program Quality for Adult Education Progress**
Date:	1992
ISBN/Publisher:	Washington DC Division of Adult Education

This report presents the model indicators of programme quality and describes the process by which they were developed. These indicators are: educational gains, programme planning, curriculum and instruction, staff development, support services, recruitment, retention. This is the final summative report in a series (4 previously published on aspects of the study are also held at the Institute of Education).

Category:	**Programme Evaluation, Organisational Issues**
Keywords:	Target Groups, Programme Evaluation, Programme Characteristics, Community Education, College Education, Staff Training, Accreditation, USA
Author:	Office of Vocational and Adult Education
Title:	**ABE/GED in Community Colleges – A National Study**
Date:	1988
ISBN/Publisher:	Washington DC. Div. of Adult Education

A study was conducted to determine to what extent community college-based adult basic education/general educational development (ABE/GED) programmes reflect programme characteristics addressed in the professional literature; to identify a general state of the art for the college delivery of ABE/GED services; and to understand better the current and potential roles of community colleges in serving ABE/GED learners. Following a literature review that identified characteristics of ABE/GED programmes, a survey instrument was drawn up and mailed to adult education directors in 15 states and to one 'typical' and one 'exemplary' community college programme in each of the 15 states. Responses were received from 13 state directors, 12 exemplary programmes, and 14 typical programmes. Some of the conclusions drawn from the study were: community colleges serve a variety of adult learning needs; state aid is usually provided to community colleges for ABE/GED instruction; benefits from delivering ABE and GED through community colleges include broadened community support, availability of ancillary services, and long term educational benefits for programme completers; certification to teach adults is required by less than half the programmes but staff training is available and most programmes evaluate teacher effectiveness; and community colleges have a great potential to serve more and a greater variety of adults.

Appendices include an article on ABE in community colleges, survey item responses, and the survey form.

■

Category:	**Programme Evaluation**
Keywords:	Programme Design, Programme Evaluation, Programme Models, Literacy, Policy, Organisational Issues, Teaching Methods
Author:	Soifer, Rena et al
Title:	**The Complete Theory to Practice Handbook of Adult Literacy: Curriculum Design and Teaching Approaches**
Date:	1990
ISBN/Publisher:	

Handbook on setting up adult literacy programmes. Includes historical background, lesson plans, use of computers, staff selection and training and programme management. Useful to programme managers.

Category:	**Programme Evaluation**
Keywords:	Programme Evaluation, Literacy, Second Language, USA, Policy
Author:	Spener, P.
Title:	**Biliteracy, Theory and Practice**
Date:	1993
ISBN/Publisher:	in print

On theoretical and practical concerns in adult literacy for bilingual individuals. Collection of papers discussing social, educational and policy issues concerning adult literacy.

Category:	**Programme Evaluation**
Keywords:	Reviews, Programme Evaluation
Author:	UNESCO
Title:	**The Experimental World Literacy Programme: A Critical Assessment**
Date:	1976
ISBN/Publisher:	92-3-101314-9

Country profiles: Third World

Category:	**Programme Evaluation**
Keywords:	Programme Evaluation, Aborigines, Migrants, Basic Skills, ESOL, Numeracy, Target Groups, Australia
Author:	Zimmerman, J. and Norton, M.
Title:	**The Challenges for Adult Literacy in Australia**
Date:	1990
ISBN/Publisher:	In J.V. D'Cruz and P. Langford (eds) Issues in Australian Education (South Melbourne: Longman Cheshire)

This is a revision of a work of the same name published in March 1986. This directory has been compiled by the Queensland Division of TAFE to assist in the referral of adults seeking basic education in Queensland. Its coverage, although not exhaustive, is wide. Among the programmes listed are adult literacy and numeracy programmes, advanced English language programmes for migrants and other adult migrant education programmes, Aboriginal and Islander Access courses and basic or survival programmes. These programmes are offered by Queensland TAFE, Adult Migrant Education Services (AMES), the State Library of Queensland, various other governmental bodies including the Department of Welfare Services, and various community groups and associations for handicapped persons. Information provided for each programme includes offering body/location, contact persons and telephone numbers.

15. TRAINING

Although a great deal of material on the delivery of training exists, there is very little good research on its effects and effectiveness – either in the area of literacy programmes per se or in related fields. A number of publications are included here because they summarise and rationalise accepted 'good practice' (e.g. McMahon, Gordon). Elsey's work reports on tutors' own perceptions; and Foster and Sewell address directly the quality of current practice and implications for future training.

Category	**Training**
Keywords	Training, Staff Development, Volunteers, Tutors
Author	ALBSU
Title	**Supporting Volunteers in Adult Literacy and Basic Skills**
Date	1986
ISBN/Publisher	0-906509-27-0

This booklet provides guidance on the support of volunteers in adult literacy and basic skills work. It outlines recommendations that provide practical advice as well as a framework for action to ensure that the quality of basic education provision is maintained and improved. Topics include financial implications in providing support for volunteers; volunteer recruitment, selection, training and support; evaluation and assessment of the work of volunteers.

◆

Category	**Training**
Keywords	Training, Staff Development, Scotland, Programme Evaluation, Community Programmes, Youth, Assessment
Author	Castelino, C. and Munn, P.
Title	**An Evaluation of Training Modules for Part Time Workers in Community Education**
Date	1990
ISBN/Publisher	

Evaluates the effectiveness of three basic training National Certificate modules for part-time workers in community education. Discusses advantages and disadvantages of modular training; assessment practices; teaching methods; and relevance.

Category	**Training**
Keywords	Training, Staff Development, Accreditation, Handbook
Author	City & Guilds
Title	**The New 730. A Handbook for the Part-time and In-service Training of Teachers in Further and Adult Education.**
Date	1987
ISBN/Publisher	City & Guilds

Guide for the presentation and delivery of the City & Guilds 730 Further and Adult Education Teacher's Certificate. This is a qualification many ABE tutors have – particularly useful for group work skills.

◆

Category	**Training**
Keywords	Staff Training, Open Learning, Tutors, Standards, Competence
Author	Clarke, A.
Title	**Tutor Competencies for Open Learning**
Date	1986
ISBN/Publisher	0-86392-195-7 MC27 Manpower Services Commission, Sheffield

Combines advice to trainers and tutors with an analysis of tutors' complex roles, and the differences between these and more traditional teaching.

Category:	**Training**
Keywords:	ESOL, Second Language Learning, Training
Author:	Derewianka, B. and Hammond, J.
Title:	**The Preservice Preparation of Teachers of Students of Non-English Speaking Background**
Date:	1991
ISBN/Publisher:	In Teaching English Literacy, Report of the Project of National Significance on the Preservice Preparation of Teachers for Teaching English Literacy, Vol. 2, p28-68

Includes discussion of the recent development and theories on research into ESL and teacher preparation.

■

Category:	**Training**
Keywords:	Training, Organisation, Management, Volunteers, Tutors
Author:	Elsey, B.
Title:	**Volunteer Tutors in Adult Education**
Date:	1980
ISBN/Publisher:	Stud. Adult Educ., v12, n2, p134-42, Oct 80

(see also Elsey & Gibbs)

Two lines of enquiry:

1. reasons for volunteers joining
2. an attempt to record their involvement and experiences

Data obtained from 271 volunteers via self-completion questionnaires.

Category:	**Training**
Keywords:	Organisation, Management, Volunteers, Surveys, Staff Development, Training, Teacher Characteristics, Teacher Attitudes, UK
Author:	Elsey, B. and Gibbs, M.
Title:	**Voluntary Tutors in Adult Literacy: A Survey of Adult Literacy Volunteers in the Nottingham Area.**
Date:	1981
ISBN/Publisher:	Nottingham Working Papers on The Education of Adults. University of Nottingham, Dept of Adult Education.

A survey of 271 volunteer tutors' characteristics, training undertaken and tutors' feelings and perceptions of their experiences as tutors.

■

Category:	**Training**
Keywords:	Staff Training, Staff Development, Standards, Organisation
Author:	Foster, S.E.
Title:	**Upgrading the Skills of Literacy Professionals: The Profession Matures.**
Date:	1990
ISBN/Publisher:	In Chisman, F.P. & Associated Leadership for Literacy (Jossey Bass, San Francisco)

Identifies the shortcomings in training, standards of practice and the institutional infrastructure that stand in the way of advancement in the literacy profession.

Category:	**Training**
Keywords:	Training, Statistics, National Trends, Organisation, Management, Literacy Projects
Author:	Gordon, E. (ed)
Title:	**Light on Literacy: National trends and some local projects**
Date:	1978
ISBN/Publisher:	

A handbook for teachers describing four literacy centres, four literacy projects and providing examples of work with different client groups.

Probably rather out of date now, although some of the lessons learnt from the schemes described may be of interest.

■

Category:	**Training**
Keywords:	Training, Staff Development, Tutoring Skills
Author:	McMahon, T.
Title:	**Developing Tutoring Skills – Supporting a Staff Development Programme**
Date:	1986
ISBN/Publisher:	Further Education Unit

Project commissioned by the FEU to support a staff development programme on tutoring and counselling in 9 FHE institutions. Aimed at policy makers and providers, it identified needs, provided material and developed a workshop-based programme.

Category:	**Training**
Keywords:	Organisation, Management, Volunteers, Staff Training, Tutors, USA
Author:	Meyer, V.
Title:	**The Adult Literacy Initiative in the US: A Concern and a Challenge**
Date:	1985
ISBN/Publisher:	Journal of Reading, v28, n8, p706-8, May 85

Highlights the concerns that reading professionals might have regarding the use of volunteer tutors to attack the problem of adult illiteracy in a modern industrial nation.

■

Category:	**Training**
Keywords:	Research, Training, Models, Programme Evaluation, South Africa
Author:	Motala, S.
Title:	**Training for Transformation: Research Training Survey and Workshop Proceedings.**
Date:	1991
ISBN/Publisher:	0-636-01601-3 Education Policy Unit: University of Witwatersrand

A survey of research training in South Africa – descriptions of the survey, type of research and implementation of training programmes, aims of training and selection criteria and description of training models – within a diverse group of educational organisations including adult. Followed by proceedings of a workshop on research training.

Category	**Training**
Keywords:	Training, Teaching Methods, Australia
Author	Project of National Significance on the Pre-service Preparation of Teachers for Teaching English Literacy
Title	**Teaching English Literacy**
Date	1991
ISBN/Publisher	Centre for Studies of Language in Education, Faculty of Education, Northern Territory Univ., PO Box 40146, Casuarina NT 0811

Three volumns: Report, Papers and Appendices.

Category	**Training**
Keywords	Training, Volunteers, Tutors, USA
Author	Reker, M.
Title	**A Study of the Training of New Volunteer Tutors in Washington State**
Date	1991
ISBN/Publisher	ABLE Network, Seattle Central Community College

Analysis and description of the variety and diversity of training programmes of volunteer tutors. Based on a written questionnaire to programme coordinators (51). Recommendations and questions for future research included.

■

Category	**Training**
Keywords	Training, Volunteers, Good Practice, Handbook, Tutors, Scotland
Author	Scottish Community Education Council
Title	**Good Practice Guidelines for Adult Basic Education P&I: Volunteer Tutors**
Date	1987
ISBN/Publisher	

Brief guidelines for recruitment and selection, training, conditions of service and support.

Category	**Training**
Keywords	Training, Numeracy, Vocational Education
Author	Sewell, B.
Title	**The Training of Teachers of Numeracy and Vocationally Related Mathematics: In-Service Needs and Provision**
Date	1987
ISBN/Publisher	A report submitted to the Manpower Services Commission under the TVEI Related In-service Training Programme. Institute of Education, University of London

Report on an investigation of the provision of in-service training in the teaching of numeracy and vocationally related maths.

Recommendations for improvement are offered.

■

Category	**Training**
Keywords	Teaching Methods, Reading, Programme Evaluation, Project Evaluation, Paired Reading
Author	Topping, K.J.
Title	**Paired Reading: setting up a school-based project**
Date	
ISBN/Publisher	

Training pack on setting up peer tutoring projects. Includes video and papers on paired reading, explaining both organisional and theoretical problems.

Category	**Training**
Keywords	Training, Staff Development, Tutors
Author	Wells, A. (ALBSU)
Title	**Staff Development in the Provision of Adult Literacy and Basic Skills**
Date	1991
ISBN/Publisher	Adults Learning v2, n5, p157-8, Jan 91

Reviews ALBSU training programmes and suggests directions for the future.

16. GENERAL

This section is something of a catch-all, in that it encompasses publications which could not sensibly be allocated to one or other specific substantive area of research. As such, it includes a number of extremely valuable reviews and collections of papers by well-known researchers, which provide an overview of the current state of research and practice, and summaries of particular topics (these are categorised as **General: Reviews**). Also included are comparative studies, which may also cover a wide range of substantive issues (**General: Comparative**). Publications categorised as **General: Provision** provide useful background descriptions and statistics on the current state of literacy programmes in industrialised countries. The **General: Analysis** category comprises overviews of trends, policies and issues which provide a useful structure for thinking about research findings, and their application.

Category	**General/Analysis**
Keywords	Skill Acquisition, Teaching Methods, Staff Development, Teaching Strategies, Assessment, Programme Evaluation, Reviews, Measurement
Author	Alamprese, J.A.
Title	**Strengthening the Knowledge Base in Adult Literacy: The Research Imperative**
Date	1990
ISBN/Publisher	In Chisman, F.P. & Associates Leadership for Literacy (Jossey Bass, San Francisco)

Review of current research and developments in the literacy field. Makes specific recommendations for applying research findings to practice. Argues that increased knowledge of how adults' skills and abilities can be improved is critical to solving the adult literacy problem, the author identifies activities for improving practice.

■

Category	**General/Handbook**
Keywords	Handbook, Teaching Materials
Author	ALBSU
Title	**Resources: A Guide to Adult Literacy and Basic Skills Material**
Date	1992
ISBN/Publisher	1-870741-33-1

Contains c.200 new titles of published materials which are reviewed. Information given on materials suitable for basic skills work in employment training programmes, for help with specific learning difficulties and open and flexible learning.

Category	**General/Provision**
Keywords	Reviews, Learning Applications
Author	ALBSU
Title	**Viewpoints No. 4: Literacy for What?**
Date	1985
ISBN/Publisher	ALBSU

Reviews and examines literacy provision, practice and issues over the decade.

■

Category	**General/Comparative**
Keywords	Reviews, International, USA, Spain, Germany, Australia, Canada, Comparative,
Author	ALBSU
Title	**Viewpoints No. 8: Lessons from Abroad – Industrialised Countries**
Date	1987
ISBN/Publisher	ALBSU

Includes: examination and reviews of literacy programmes, and approaches and issues in USA, Spain, West Germany, Australia, Canada.

Category:	**General/Handbook**
Keywords:	Handbook, Teaching Methods, Functional Literacy
Author:	ALBSU
Title:	**Working Together: An Approach to Functional Literacy**
Date:	1987
ISBN/Publisher:	0-906509-68-8

Sets out the implications of the justification for building literacy teaching around the day to day needs of the student.

■

Category:	**General/Handbook, Training, Organisation**
Keywords:	Handbook, Training, Tutor Skills, Organisation, Management, Quality Indicators, Tutor Competence, Tutor Qualifications, Skill Levels, UK
Author:	ALBSU/NIACE
Title:	**The ALBSU Standards for Basic Skills Teachers**
Date:	1994
ISBN/Publisher:	1-870741-45-5

A set of standards which describe the competences of basic skills teachers, and are based on the framework used by the Training and Development Lead Body (TDLB). A new award, the City and Guilds Certificate in Teaching Basic Skills (9285) is based on these standards.

Category:	**General/Comparative**
Keywords:	Comparative Reviews, Functional Literacy, Programme Evaluation, Participation, Barriers, Policy
Author:	Austrian Commission for UNESCO
Title:	**Seminar on Functional Illiteracy in Industrialised Countries**
Date:	1989
ISBN/Publisher:	

Final report and recommendations of UNESCO seminar which involved participants from 17 countries discussing: the right to literacy; definitions of illiteracy; causes of functional illiteracy; strategies for prevention of functional illiteracy; and International Literacy Year.

Calls for

(i) increased effort to provide education for illiterates

(ii) further research into causes of illiteracy; diversification and deculturalisation of illiteracy; diagnostics and access to underprivileged groups

(iii) protection and improvement of children's access to books.

Category	**General/Comparative**
Keywords	Reviews, Research, Europe, Policy, Comparative, Policy, Children
Author	Belanger, P. et al (eds)
Title	**Literacy and Basic Education in Europe on the Eve of the 21st Century**
Date	1992
ISBN/Publisher	Report of 6th European Conference of Directors of Educational Research Institutions, Bled (Yugoslavia) Oct 1990. UNESCO Inst. for Ed., Hamburg, and Council of Europe, Strasbourg

Six commissioned papers on various subjects are followed by a discussion of the types of research (surface orientated and in-depth) and their effectiveness in developing and improving practice and policies. A number of specific topics for future research in literacy and basic education are suggested, embracing both children and adults.

National reports are presented for Austria, Belgium, Cyprus, Denmark, Finland, Greece, Holy See, Ireland, Italy, The Netherlands, Norway, Poland, Spain, Sweden and UK. They include overviews of current policies and research.

Category	**General/Handbook**
Keywords	Handbook, Policy, General
Author	Bhola, H.S. and Bhola, Joginder K.
Title	**Program and Curriculum Development in the Post-Literacy Stages**
Date	1980
ISBN/Publisher	German Foundation for International Development, Bonn

This manual is intended for training workshops on programme and curriculum development. The first chapter defines illiteracy, pre-literacy and literacy. The second chapter catalogues needs. A third chapter is on programme/curriculum design.

■

Category	**General/Analysis**
Keywords	Literacy, Reading, Statistics, Target Groups, Definitions, Literacy Programmes, USA, Youth, Adult-child Comparisons
Author	Chall, Jeanne S.
Title	**Literacy: Trends and Explanations**
Date	1983
ISBN/Publisher	Educational Researcher v12, n9, p3-8

A broad review of American research on literacy in the 1970s and 1980s, and its changing policy context. Using data from the National Assessment of Educational Progress, Chall argues that young children are becoming more literate, whilst others (high school and college age) are not. The reasons for this are a combination of environmental factors and teaching failures. Calls for more 'problem-oriented' and less 'basic' research into literacy (see also Chall's paper in Venezky, Wagner & Culberti (eds) Toward Defining Literacy.

Category:	**General/Analysis**
Keywords:	Measurement, Student Characteristics, Tutor Characteristics, Programme Characteristics, Attitudes, Social/cultural Influences
Author:	Charnley, A.H. and Jones, H.A./ALBSU
Title:	**The Concept of Success in Adult Literacy**
Date:	1987
ISBN/Publisher:	0 906509 07 6 ALBSU

The book describes research designed to explore the aims and achievements of students and tutors involved in literacy work. (N of students = 68).

Introductory chapters include descriptions of the UK Adult Literacy Campaign and research assessing the campaign's effectiveness. Acknowledges the high drop-out rates and the range of criteria used to evaluate effectiveness of literacy programmes. The author's research findings into ways of evaluating achievements of both students and tutors in literacy schemes are presented in separate chapters on affective-personal, cognitive, enactive, socio-economic and affective social achievements.

The book emphasises the importance of the students' own criteria of success and the student-tutor relationship in evaluating effectiveness.

Category:	**General/Comparative**
Keywords:	Training, Comparative Reviews, Organisation, Management, Programme Evaluation, Specific Schemes, Europe
Author:	Commission of the European Communities
Title:	**Literacy Training in Europe: A Comparative Analysis of the Most Effective and Innovatory Literacy Schemes Being Implemented in Member States by the Authorities or Private Agencies**
Date:	1985
ISBN/Publisher:	92-825-5855X. Luxembourg: Office for Official Publications of the European Communities

Includes descriptive reports of innovative literacy scheme projects in the UK, Netherlands, Germany, Belgium and France. The second part of the report summarises the main similarities and pinpoints features worth noting. The report concludes with ten main lessons emerging from the study.

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Category:	**General/Review Collections**
Keywords:	
Author:	Dombey, H.J. and Robinson (eds)
Title:	**Literacy for the 21st Century**
Date:	1990
ISBN/Publisher:	

Collection of 24 short papers on literacy covering: the socio-political context of literacy, literacy and criticism, children's literacy, literacy in higher education. Papers were originally presented in conference at Brighton Polytechnic.

Category	**General**
Keywords	Measurement, Second Language, Learning Theory, Computers, Testing, USA, Listening, Reading, Writing
Author	Dunkel, P. (ed)
Title	**Computer-Assisted Language Learning and Testing: Research Issues and Practice**
Date	1991
ISBN/Publisher	0-06-632619-2

Newbury House

Summarises the effectiveness research on computer-assisted instruction, computer-adaptive testing and computer-assisted language learning and examines specific implications for second language classrooms.

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Category	**General/Analysis**
Keywords	General, Definitions, Policy
Author	Eggar, T. and Kirkwood, A.
Title	**Illiteracy**
Date	1990
ISBN/Publisher	Hansard n1538, cols 219-220w, 19-23 Nov 90

Parliamentary written answer

Category	**General/Analysis**
Keywords	Literacy, Target Groups, Older Adults, Definitions, Participation
Author	Fisher, J.C.
Title	**The Literacy Level among Older Adults: Is it a Problem?**
Date	1987
ISBN/Publisher	Adult Literacy and Basic Education v11, n1, 1987

The low level of participation in adult basic education by large numbers of older adults with minimal education invites consideration of the impact which illiteracy has on older adults. Little evidence exists by which to assess the severity of this problem or to measure the degree to which low level literacy skills are detrimental to the well-being of older adults. Discusses the role of reading among members of this group, the adequacy of commonly-used definitions and measures of literacy for older adults, and recommendations for researchers and practitioners.

Category	**General**
Keywords	Social/cultural Influences, Tutors, Student Characteristics, Organisational Issues, Definitions, Australia
Author	Francil, R., Hayles, L., Nelson, D. and Sabto, G. (eds)
Title	**Readings in Adult Basic Education**
Date	1985
ISBN/Publisher	Australian Council on Adult Literacy

A collection of research articles, including work on match between student expectations and experience with literacy programmes; on various views of illiteracy held by researchers and their correspondence with the existential realities of illiterate people and on volunteer tutors.

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Category	**General/Analysis**
Keywords	Economic Development, General, Comparative Reviews
Author	Freebody, P.
Title	**Literacy and Economic Development: Some Theoretical Issues and Research Findings**
Date	1991
ISBN/Publisher	Austr. J. of Reading, v14, n3, p244-49

Title only.

Category	**General/Analysis**
Keywords	Research, Australia, Standards
Author	Freebody, P.
Title	**Standards of Research on Standards of Literacy**
Date	1990
ISBN/Publisher	Austr. J. of Reading v13, n2, p167. Research report No. 6

Initially comments on current concepts of literacy. Then an analysis of the findings and research methodology of B. McGaw, M.G. Loy and M.J. Rosier – Literacy and Numeracy in Victoria Schools (1988).

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Category	**General/Provision**
Keywords	Training Provision, Statistics, South Africa, National Surveys, Policy
Author	French, E.
Title	**The Promotion of Literacy in South Africa: A Multi-faceted Survey at the Start of the Eighties**
Date	1982
ISBN/Publisher	Human Sciences Resource Council

Presents a composite picture of the various aspects of literacy work and the significant advances in recent years, surveys the situation in South Africa, and gives directions for development.

Category	**General/Provision**
Keywords	General, Reviews, Germany, Functional Literacy, Programmes
Author	Fuchs-Brüninghorf, E., Kreft, W. and Kropp, U.
Title	**Functional Illiteracy and Literacy Provision in Developed Countries: The Case of the Federal Republic of Germany**
Date	1986
ISBN/Publisher	UNESCO, Institute for Education; Hamburg

A case study and account of functional literacy and basic education in FRG.

Chapter 1: Observations on illiteracy in developed countries.

Chapter 2: National awareness of illiteracy and the international context of literacy (including levels defined as three categories). Local and regional efforts.

Chapter 3: Adult literacy in the framework of educational concepts and social developments.

Chapter 4: Literacy provision in FRG. Descriptions of different phases and surveys of the development of provision, results of an empirical study. 1983-5 survey on scope and structure of literacy provision based on c.700 questionnaires.

See also: Fuchs-Brunghort, E. 'Literacy in West Germany', in European Bureau of Adult Education (ed). Amersfoort Newsletter 1983-1, Adult Basic Education, 1983.

Category	**General/Review Collections**
Keywords	General, Comparative Studies, International
Author	Gayfer, M. (ed)
Title	**Literacy in Industrialised Countries: A Focus on Practice**
Date	1987
ISBN/Publisher	Convergence v20, n3-4

Proceedings of the International Seminar on Literacy in Industrialised Countries, Toronto 13-15 Oct 1987.

The following papers are included: 'Seminar's focus on practice puts action on the human level' (M. Gayfer), 'Literacy: what do definitions tell us?' (C. Hunter), 'The practice of literacy in the Netherlands' (E. Bohnenn), 'The approach of popular literacy groups in Quebec' (I. Miller), 'Perspectives and lessons from the adult literacy campaign in England and Wales' (A. Wells), 'Literacy and immigrant communities in industrialised countries: the case of Italy' (A. Napoli), 'Building a national movement: Caribbean experience' (D. Jules), 'Mother tongue literacy' (M. Matshazi), 'Literacy and empowerment' (L. Ramdas), 'Literacy and women in South Africa' (N. Mlambo), 'Literacy and popular education: a Latin American experience' (C. Picon), 'Community-based literacy', 'Meeting the educational needs of workers', 'Women and literacy: what are the hidden issues?', 'Mother-tongue literacy: the bridge to learning', 'Literacy and disabled persons', 'Breaking the silence', 'Illiteracy and the public education system', 'Literacy and justice issues for the public school system', 'Literacy and technology', 'Building coalitions', 'Resolution of Mediterranean conference on literacy in urban areas', 'Korea's long march towards a literate nation' (Choi Un Shil), 'Adult literacy work in the republic of Ireland', 'The experience of the Soviet Union in the elimination of illiteracy' (V.V. Kraevskii), 'Literacy work in Belgium', 'Norwegian for practical use', 'Illiteracy in Spain' (L.E. Cepeda; O.M. Fernandez), and 'Literacy practice in the Philippines' (E. Belamide).

Recommendations from the seminar and names and addresses of participants are included in the proceedings.

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Category:	**General/Provision**
Keywords:	Target Groups, Training Projects, Reviews, General, South Africa
Author:	Godden, J.
Title:	**Overcoming Adult Illiteracy**
Date:	1991
ISBN/Publisher:	Research on Education in South Africa

Reviews some of the literature on strategies for the promotion of adult literacy and analyses three main strengths in the context of work in South Africa.

Category:	**General/Provision**
Keywords:	General, Reviews, Functional Literacy, Belgium, History, Training Provision, Social/cultural Influences
Author:	Goffinet, S.A. and Van Damme, D.
Title:	**Functional Illiteracy in Belgium**
Date:	1990
ISBN/Publisher:	UIE Studies on Functional Illiteracy in Industrialised Countries 6

A monograph on the fight against illiteracy in Belgium. Presents a historical review of illiteracy, public education and adult education. Discusses illiteracy as a social and educational problem. The authors do not state the scale of the problem in quantitative terms – hypothesised that it is similar to other industrialised countries.

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Category:	**General/Provision**
Keywords:	Reviews, UK, Training Provision, Policy
Author:	Hamilton, M.
Title:	**Adult Basic Education: A British Perspective**
Date:	1989
ISBN/Publisher:	In N. Entwhistle (ed) The Handbook of Educational Ideas and Practices, Croom Helm

Reviews key issues and achievements in ABE in Britain.

Category	**General/Comparative**
Keywords	Reviews, Research, UK, Comparative
Author	Hamilton, M. and Barton, D. (eds) with Mace, J.
Title	**Research and Practice in Adult Literacy**
Date	1985
ISBN/Publisher	0-86339-088-9 Papers of the Association for Recurrent Education (publisher)

Good overview chapters reviewing the state of research findings in the mid-1980s and areas for future work. Chapters on: Comparative Literacy; International Endeavours; Literacy for What; How Adults Learn: What We Know; Types of Research Needed; Questions and Resources; Literacy Skills; Taking Control of Learning; Developing Writing. Bibliographies include references to history.

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Category	**General/Analysis**
Keywords	Reviews, History, USA, Policy
Author	Harman, D.
Title	**Illiteracy: A National Dilemma**
Date	1987
ISBN/Publisher	0-8428-2227-5

Overview of literacy in history and the current state in America.

Category	**General/Review Collections**
Keywords	Research, General, Reviews, Europe, North America
Author	Hautecoeur, J-P. (ed)
Title	**Alpha 90. Current Research in Literacy**
Date	1990
ISBN/Publisher	92-820-1060-0 UNESCO Institute for Education, Hamburg

21 reports that explore and document literacy. Introduction by J-P Hautecoeur. Part 1: Literacy in North America. Reports: 'Functional illiteracy and the New Literacy' (J-P Velis). 'Literacy policy in Quebec: a historical overview' (Hautecoeur). 'Literacy and the assimilation of minorities: the case of francophones in Canada' (S. Wagner). 'Adult illiteracy in the United States: rhetoric, recipes and reality' (M. Fox, C. Baker). 'Generous supply, flagging demand: the current paradox of literacy' (Hautecoeur). 'Those Indians are trouble' (N. McKenzie).

Papers in Part 2 deal with Europe: 'Toward a European space for adult literacy and basic education' (P. Freynet). 'Linking research and practice – ten examples of adult literacy research in Britain' (D. Barton, S. Murphy). 'Understanding everyday literacy' (Barton). 'Is there an illiterate culture?' (D. Brunetiere et al). 'Women and illiteracy' (F. van Dijk). 'The adult literacy movement in Ireland' (N. Dalton et al). 'Research behind a language textbook for adults in basic education' (F. van Alebeek, T. Krol). 'Illiterates and literacy training: the Federal Republic of Germany had its share' (H. Rubsamen, G. Kamper). 'Basic skills involved in learning to read and write, or two literacy teachers take research into their own hands' (Kamper, Rubsamen). 'Social interactions and the teaching of reading and writing in underprivileged areas' (J. Fijalkow). 'The role of homework schools in the prevention of illiteracy' (V. Manissal). 'A methodological model for a literacy program involving adults and pre-school children' (A. Lorenzetto). 'Methodology for sociocultural animation in Spain's underprivileged rural areas' (T. Gonzalez

F. Fernandez), 'Computers and literacy: the LABO (Laboratoire d'apprentissage de base par ordinateur, or Computerised Basic Skills Lab) Project' (J-L Berterreix) and 'Multimedia open instruction for low-level target groups' (B. Obled).

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Category:	**General/Review Collections**
Keywords:	Research, General, Reviews, Definitions, UK, Belgium, Gypsies
Author:	Hautecoeur, J-P. (ed)
Title:	**Alpha 92. Current Research in Literacy: Literacy Strategies in the Community Movement**
Date:	1992
ISBN/Publisher:	92-820-1061-9 UNESCO Institute for Education, Hamburg

Part of the programme-based research plan of the UNESCO Institute for Education of literacy strategies in industrialised countries. Alpha 92 is a collection from an international seminar on literacy held in Suumur, Belgium.

Main focus is on the existence and the experimental and defining role of a discernible literacy movement. Many papers report on local initiatives. Papers of wider appeal include the following:

- p.9 'Illiteracy: Direction? Action? Results'. Jean Paul Hautecoeur considers functional literacy in different countries and actions taken to combat it. Useful for references describing the situation in different countries.
- p.105 Hamilton, Ivanic and Barton on 'Participatory research and adult literacy' which outlines UK work linking research and practice.
- Three other papers (p.200, 345 and 428) describe Belgian initiatives in the fight against illiteracy.

p.119 describes a community development project among gypsies in São Gregoria, Portugal.

Category:	**General/Provision**
Keywords:	Reviews, Teaching Methods, Learning Theory, Functional Literacy, Reading, Phonics, South Africa, Second Language, Numeracy, History, Specific Approaches
Author:	Hutton, B. (ed)
Title:	**Adult Basic Education in South Africa. Literacy, English as a Second Language, and Numeracy**
Date:	1992
ISBN/Publisher:	0-19-570709-5 Oxford University Press

This volume brings together the experiences of the most experienced literacy researchers in South Africa. Discusses what is specific about adult learning, definitions of functional literacy, methods for teaching reading to adults, and theories of language acquisition. Also includes a chapter on adult numeracy education.

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Category:	**General/Comparative**
Keywords:	General, Reviews, Research, Comparative
Author:	Kamper, G.
Title:	**Survey of the International State of Research Concerning Adult Literacy in Industrialised Countries (MS)**
Date:	1990
ISBN/Publisher:	Gertrud Kamper, Schaperstrasse 35, D1000 Berlin 15, Germany

Title only.

Category	**General/Review Collections**
Keywords	Literacy, History, Social/cultural Influences, Reviews, Policy
Author	Kintgen, E.R., Kroll, B.M. and Rose, M. (eds)
Title	**Perspectives on Literacy**
Date	1988
ISBN/Publisher	Carbondale IL: Southern Illinois University Press

This collection of papers, organised around four perspectives on literacy (theoretical, historical, educational and community-oriented), provides an excellent theoretical and practical background to current literacy issues. Included are a number of classic essays in literacy by authors such as Goody & Watt, Scribner & Cole, Graff, Heath, Diehl and Mikulecky, etc.

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Category	**General/Handbook, Learning**
Keywords	Handbook, Learning Disabilities, Dyslexia, Measurement
Author	Klein, C./ALBSU
Title	**Diagnosing Dyslexia: A Guide to the Assessment of Adults with Specific Learning Difficulties**
Date	1993
ISBN/Publisher	1-870741-61-7

Offers materials for diagnosing students with specific learning difficulties (dyslexia) and for setting up an appropriate individual teaching programme.

Category	**General/Analysis**
Keywords	Comparative Studies, Europe, USA, Canada, Policy, Quality Indicators
Author	Limage, L.
Title	**Adult Literacy and Basic Education in Europe and North America – From Recognition to Provision**
Date	1990
ISBN/Publisher	Comparative Education v26, n1, p125-40

Examines the growth of recognition of adult illiteracy as a social and educational issue and looks at various criteria for gauging national commitment. Particularly discusses UK, France and USA contexts.

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Category	**General/Provision**
Keywords	General Reviews, Social/cultural Influences, Student Attitudes, Access, Scotland, Vocational
Author	Lowden, K., Munn, P. and MacDonald, C.
Title	**Attitudes and Access to Adult Education: A Review of the Literature with Special Reference to Vocational Education and Training**
Date	1992
ISBN/Publisher	The Scottish Council for Research in Education, Edinburgh

Title only.

Category: **General/Handbook**

Keywords: Literacy, Learning, Student-tutor Relationship, Handbook, Definitions, Community Programmes, Good Practice

Author: Mace, Jane

Title: **Talking about Literacy: Principles and Practice of Adult Literacy Education**

Date: 1992

ISBN/Publisher: 0-415-08044-4

Introductory book for teachers of adult literacy that introduces notions of literacy, authorship, context, community and equality as characteristics of the social exchange between students and teachers.

■

Category: **General/Analysis**

Keywords: Reviews, Reading, Emergent Literacy, Children, Research, Oral Skills, Teaching Methods

Author: Mason, J. and Allen, J.

Title: **A Review of Emergent Literacy with Implications for Research and Practice in Reading**

Date: 1986

ISBN/Publisher: Review of Research in Education v13, p3-48 (E. Rothkopf, ed) American Educational Research Association, Washington DC

General review (child and adult) of emergent literacy research firstly in the social context. Distinctions are then made between oral and written language and the third section reviews the acquisition of early reading and writing skills and examples of instructional strategies. Descriptive rather than experimental.

Category: **General/Review Collections**

Keywords: Reviews, Research, UK, Linguistics, Reading, Writing, Bilingualism, Children, Adult-child Comparisons, Organisation, History, Research Methods

Author: McCaffery, J. and Street, B.

Title: **Literacy Research in the UK: Adult and School Perspectives**

Date: 1988

ISBN/Publisher: XR RAPAL

Proceedings of a conference presenting research and dialogues on practice. Directions and future strategies also addressed. Includes links between adult and school literacy. Particular attention is paid to writing and language study, and their relationship to adults development.

Category:	**General/Analysis**
Keywords:	Policy, Social And Economic Development, Definitions, National Policies
Author:	Miller, H.G. and Shapiro, F.L.
Title:	**Adult Literacy and National Development**
Date:	1982
ISBN/Publisher:	

The causal relationship among adult literacy, social evolution and economic development has traditionally made adult literacy programmes a priority in developing nations. To develop effective adult literacy programmes, educational planners must consider a variety of linguistic, cultural, economic and political needs. First of all, planners must define what it means to be literate in a particular culture or country. Frequently, planners of functional literacy programmes will determine that literacy programmes must be supplemented by basic educational programmes emphasising work habits, motivation and teamwork. In other areas, adult literacy is perceived as a means to enhance civic responsibility, facilitate political and ideological changes, and enhance social as well as individual development. As more attention is given to the educational needs of adults, different types of government and private organisations are beginning to sponsor literacy programmes. The roles of polity planning, and implementation in adult education present a number of major issues that need systematic review. Included among these are the following: determination of whether it is more appropriate to conduct mass literacy campaigns or to provide basic relevant skills to selected categories and campaigns or to provide basic relevant skills to selected categories and classes of adults, definition of the relationship of adult literacy programmes to formal education, and delineation of the role of post-literacy programming.

Category:	**General/Review Collections**
Keywords:	Reviews, Teaching, Learning, USA, Training, Assessment
Author:	Padak, N.D. et al (eds)
Title:	**Literacy Research and Practice: Foundations for the Year 2000**
Date:	1992
ISBN/Publisher:	14th Yearbook of the College Reading Association

Relevant chapters for adults include: 'Tensions between numbers and knowing: a study of changes in assessment during implementation of literature-based reading instruction', (P.L. Scharer). 'Researching ones own teaching in a reading education course', (L. Christensen and B.J. Walker). 'Improving teacher questioning: a study of a training program', (C.S. Johnson and A.D. Evans). 'The belief systems and instructional choices of preservice teachers', (R.B. Lonberger). 'Grouping for reading instruction in the multicultural classroom: dilemmas and solutions', (E.G. Sturtevant). 'The reader as a sleuth: engagement by intrusion', (M.C. Alvarez). 'Student, teacher and expert difference in identifying important content area vocabulary', (D.L. Mealey et al). 'Preparing literacy teachers: elements of an effective training model', (G.Y. Turner). 'Undereducated adults: retrospections of childhood homes and reports of present practice', (B.J. Fox and M.D. Siedow). 'Portfolio assessment: interpretations and implications for classroom teachers and reading teachers', (R.P. Harlin et al). 'Taking responsibility for taking tests', (J.S. Richardson).

Category:	**General/Review Collections**
Keywords:	Reviews, General, Programme Evaluation
Author:	Phi Delta Kappan
Title:	**Literacy**
Date:	1987
ISBN/Publisher:	Phi Delta Kappan. A special issue on literacy

Background reading and workshop material – overview. Information on effective adult programmes. Articles on child illiteracy (Nancy Carrick), adult illiteracy (Jean Chall, Elizabeth Heron and Ann Hilferty), reading failure (Marie Carbo), literacy campaigns (RF Arnone & HJ Graff).

Category:	**General/Review Collections**
Keywords:	Reviews, Functional Literacy, Europe, Target Groups, Youth, Armed Forces, Vocational Education, Materials, Hungary, France, Denmark, Poland, Policy, Definitions
Author:	Prospects
Title:	
Date:	1987
ISBN/Publisher:	Prospects v22 n2

Collection of papers on illiteracy in industrialised countries. Reviews and information papers include:

- an enquiry into the role of the written word in Hungarian cultural communication
- methods and materials in teaching adult literacy in the FRG
- functional illiteracy and vocational training for young people in rural France
- special literacy activities in the Danish Armed Forces
- adult literacy: its impact on young adults in the UK
- becoming and staying literate: the Polish experience

Category:	**General/Comparative**
Keywords:	Literacy, Cultural Identity, Programme Evaluation, National Surveys, Comparative Studies
Author:	Staml, N.A., Higginson, C.C. and King, J.R.
Title:	**Appropriate Use of Comparative Literacy Research in the 1990s**
Date:	1993
ISBN/Publisher:	Journal of Reading 37.2 Oct 1993

Investigates the use of data from large-scale cross-national comparisons of literacy levels. Finds that positive uses include: describing varied approaches to reading/literacy instruction, understanding national and educational cultures, developing alternative conceptions, generating broad-based generalisations of literacy pedagogy, and preparing future teachers of reading. Also describes problems of interpreting comparative reading data, and ethnocentrism.

Category:	**General/Review Collections**
Keywords:	Conference Proceedings, Reviews, Definitions, International
Author:	Street, B. (ed)
Title:	**Literacy in Development: People, Language and Power**
Date:	1990
ISBN/Publisher:	1-8700447-06-9. Education for Development, Woodmans, Westwood Row, Tilehurst, Reading RG3 6LT: £4.50

Papers from International Seminar for International Literacy Year, London April 1990.

Consists of papers given at, relating to, and produced by an international seminar that emphasised sharing practical experience and analysing conditions necessary to set up and sustain a literacy programme. 'The first section provides an introduction' (J. Porter) and 'Background to the seminar' (A. Rogers). Opening papers include 'The meaning of illiteracy: moving from rhetoric to reality' (M. Ahmed) and 'Women, literacy and development' (L. Bown). 'Information on organisation of the workships is followed by the introductory talk to workshop leaders' (B. Street).

The following are provided from the workshops: 'Literacy in Zambia: human and economic crisis' (D. Alexander), 'The relationship of nonformal education and development' (D. Stephens), 'Which literacies?' (B. Street), 'Definitions and politics' (D. Jules), 'Reflections on the Botswana National Literacy Programme' (E.K. Townsend Coles), 'Case studies from India' (M. Mukhapadyaya), 'Ideology and curriculum' (J. McCaffrey), and 'Appropriate materials and method in literacy teaching' (L.S. Saraswathi).

A report to the plenary session is provided for each workshop. An afterword (Saraswathi), comments on workshops (Street, Rogers) and a list of speakers and workshop leaders conclude the report.

Category:	**General/Analysis**
Keywords:	Second Language, ESOL, General, Ethnic Groups,UK
Author:	Sutcliffe, D.
Title:	**British Black English**
Date:	1982
ISBN/Publisher:	0-631-12711-9

Key author on British Black English. Discusses cultural and society aspects (pidgins/creoles) and linguistic aspects

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Category:	**General/Provision**
Keywords:	Programmes, Provision, Policy, Sweden
Author:	Swedish National Board of Education
Title:	**Basic and Municipal Adult Education in Sweden**
Date:	1985
ISBN/Publisher:	

Review of provision in Sweden

Category:	**General/Review Collections**
Keywords:	Reviews, Learning, Learning Disabilities, Computers, Reading, Definitions, Economic Development, Assessment, Training, Programme Evaluation, Organisation, Management, Employment, Student Characteristics
Author:	Taylor, M.C. and Draper, J.A. (eds)
Title:	**Adult Literacy Perspectives**
Date:	1989
ISBN/Publisher:	0-921472-04-8. Culture Concepts Inc., 5 Darlingbrook Crescent,. Toronto, Ont M9A 3H4 (US$34.00)

Intended to serve as a professional reference work, it proposes to define the field of ABE in its evolution, its contribution to professional education and the principal problems and issues. Contents: 'Definitions and evolution of the concepts', (Thomas). 'Selected chronology of literacy events', (Draper). 'Language of experience and the literacy of power', (Darville). 'Federal legislation and adult basic education in Canada', (Thomas et al). 'Literacy – autonomous v. ideological model', (Street). 'Historical view of literacy', (Draper). 'Case of the Franco-Ontarian illiterate', (Roy-Poirier). 'Adult basic education programs in Canada', (Anderson). 'Conscious romantics', (Martin). 'Implications of technological change for adult education', (Jean). 'Community based literacy programming', (Gaber-Katz, Watson). 'Generous supply, barred demand', (Hautecoeur). 'Creating curriculum', (McBeth). 'Approaches to reading instruction for adult beginning readers', (Askov). 'Computer assisted instruction', (Wiener). 'Life skills, Conger, Cameron. Role of literacy in methods of teaching English as a second language, Burnaby', (Bell). 'Literacy for participation, Brown. Rubic cube', (Lafleur). 'Tests for adult basic education and adult literacy', (Jones).

'Assessment of the basic dimensions and the concept of instrument readability', (Taylor). 'Field study of community literacy methodological questions', (Wagner). 'Applying naturalist evaluation in basic education', (Fellenz). 'Remedial reading procedures for adult learners', (Singh, Singh). 'Adult disabled reader', (Thistlethwaite). 'Remediation in mathematics', (Chapline, Newman). 'Remediation in adult education using an individualised microcomputer program', (Vacc). 'Remedial learning', (Lohnes). 'Student concepts of literacy learning', (O'Brien). 'Teaching styles and the adult basic educator', (Conti). 'Voluntarism in community based literacy', (Moore, Westell). 'Basic job retraining and paid educational leave', (Burton). 'Learning through research', (Draper). 'Reflections on literacy and the universal learning process', (Barer-Stein). 'From the learners voice', (Horsman). 'Women and literacy', (MacKeracher). 'Economics of adult basic education', (Rubenson). 'Administration of adult basic education programs', (Rachlis). 'Adult basic education in the prisons', (Isabelle). 'Literacy and illiteracy in the workplace', (Chang). 'Issues, trends and implications in adult basic education', (Pearpoint). 'Adult basic education and community development', (Shuttleworth). 'Adult literacy in the development of nations', (Bhola). 'International communication and national development', (Draper). 'International sharing', (Clarke). 'Final eradication of illiteracy', (Belanger). 'Youths participation in literacy work', (Gillette).

Category:	**General, Statistics**
Keywords:	**Functional Literacy, Armed Forces, Training Provision, Projects, Teaching Materials, Specific Approaches, Hungary, Denmark, Poland, France, UK, Europe**
Author:	**UNESCO**
Title:	**Illiteracy in Industrialised Countries: Situation and Action**
Date:	1987
ISBN/Publisher:	Prospects, vol XVII, n2 1987(62)

Collection of papers on functional literacy.

Eugen Brand examines the extent of functional illiteracy in industrialised countries and government measures to combat it. Denis Kallen explores educational failure and under-achievement leading to the emergence of 'new illiterates – emphasis on weaknesses in schooling policies and practices.

Other papers report on literacy research and practices in individual European countries:

- written communication and literacy in Hungary
- methods and materials in teaching adult literacy in Germany
- functional illiteracy and vocational training in rural France
- special literacy activities in the Danish armed forces
- the impact of adult literacy on young adults in the UK
- the Polish experience
- literacy education in Canada since 1899.

Category:	**General/Analysis**
Keywords:	Reviews, International, Programme Evaluation, National Surveys, Comparative, Policy, National Policies, Illiteracy Levels, USA, Comparative Studies
Author:	UNESCO Institute for Education
Title:	**The Future of Literacy and the Literacy of the Future**
Date:	1992
ISBN/Publisher:	Report on the Seminar of Adult Literacy in Industrialised Countries, UIE Dec. 1991

Synthesis of papers and proceedings from the seminar on 'The Future of Literacy and the Literacy of the Future held in Hamburg in 1991. Includes 3 keynote papers:

- Literacy in the USA: The Present Issues (Fingeret)
- Functional Illiteracy in Latin America (Isabel Infante R.)
- Sociocultural Dimensions of Literacy and Literacy in an International Context (Street). Includes also brief country reports on literacy levels, policy and practice in over 20 countries worldwide.

(See also book by: Levine, K. (1990) IofE, Til LEV)

Category:	**General/Analysis**
Keywords:	Reviews, Target Groups, Youth, National Surveys, USA, NAEP, Standards
Author:	Venezky, R.L., Kaestle, C.F. and Sum, A.M. (eds)
Title:	**The Subtle Danger**
Date:	1987
ISBN/Publisher:	

An interpretative analysis of the results of NAEP/ETS national sampling (Literacy: Profiles of America's Young Adults).

■

Category:	**General/Reviews**
Keywords:	Reviews, Bibliographies, Measurement, Learning, Europe
Author:	Verhoeven, L.T.
Title:	**Literacy in Europe**
Date:	1991
ISBN/Publisher:	Annual Review of Applied Linguistics v12, p119-41. ISSN 0267-1905

Research findings on written language and literacy in Europe over the past five years are summarised, including the following areas of study: constructive literacy, assessment of literacy problems, emergent literacy, reading and writing development, and individual differences in literacy acquisition.
140 references.

Category:	**General/Handbook**
Keywords:	Handbook, ESOL, Teaching Methods, Flexible Learning, Open Learning, Specific Approaches, UK
Author:	Voss, Liz
Title:	**Open Learning and ESOL**
Date:	1991
ISBN/Publisher:	ALBSU. 1-870741-31-5 £2.50 plus p&p from ALBSU

Suggestions are presented that are drawn from basic skills instruction at the English Learning Centre at Gloucestershire College of Arts and Technology, England, an open learning centre geared specifically for ESOL students. Funded for two years as a special project by ALBSU, the centre examines procedures that meet a wide range of language and study skills, including individualised programmes. The use of bilingualism has also been investigated. This step-by-step guide has two main sections, discussing:

(1) how to negotiate a programme of work with students (building a picture of the student, translating the student's goals, negotiating a programme of work)

(2) making open learning work (the role of the tutor, monitoring ways for open learning to work for beginning students and hints on resources, environment, overcoming barriers, and selling the idea of open learning to men, young people, and more advanced students. Numerous illustrations supplement the narrative material.

Category:	**General/Reviews**
Keywords:	Reviews, Linguistics, Language, Reading, USA, Teaching Methods, ESOL, Bilingualism
Author:	Weber, R.M.
Title:	**Reading: United States**
Date:	1983
ISBN/Publisher:	Annual Review of Applied Linguistics v4 p111-23. ISSN 0267-1905

An exploration of the increasingly important role of linguistics in literacy research and instruction. Reviews literature on reading comprehension, written language, orthography, metalinguistics, classroom language use, reading disabilities, native tongues, nonstandard dialects, bilingual education, adult literacy, and second-language reading. 86 references.

17. POLICY

The references in this section are not research documents as such, but they do draw upon research and also inform the research agenda of the future. They comprise selected key documents relating to government policies in the industrialised countries, including background papers to the (unique) Australian national policy on language and literacy. Also included are a number of essays and position papers on policy issues for the coming decades, written by researchers in the field.

Category:	**Policy**
Keywords:	Reviews, Legislation, Target Groups, Workplace Basic Skills, Young People, ESOL, Policy, England and Wales
Author:	ALBSU
Title:	**After the Act: Developing Basic Skills Work in the 1990s**
Date:	1989
ISBN/Publisher:	ALBSU

A booklet which is concerned with how basic skills work with young people and adults can be maintained and developed in the light of the Education Reform Act (1988). Section 1 presents a brief overview of the content of the Act. Section 2 highlights the basic skills needs in England and Wales. In Section 3, current basic skills provision is described: discussion focuses on diversity, providers, and change in the pattern of basic skills provision. Section 4 addresses English for speakers of other languages. It reports that current provision is extremely patchy and the lack of coherence among providers is confusing to both providers and potential students. Section 5 gives an overview of the Act. It addresses: mandate for a strategic plan for the local education authorities (LEAs), adequacy of further education provision, needs analysis, essential features of an adequate basic skills service, adequacy of basic skills provision for individuals with learning difficulties, classification of subject areas, weightings for full time equivalents, budgets, excepted items, development funds, specific grants, programme area weightings, policy guidance, governing bodies, and school premises. Section 6 summarises the roles of the LEAs and ALBSU since passage of the Act.

Category:	**Policy**
Keywords:	Policy, Legislation, UK
Author:	ALBSU
Title:	**Viewpoints No. 10: Basic Skills and the Education Reform Act**
Date:	1989
ISBN/Publisher:	ALBSU

Papers examine the implications of the Education Reform Act 1988 for the provision of basic skills education in the UK.

Contents:

- A Chief Education Officer's View of the Education Reform Act, Michael Garnett
- Basic Education – some reflections, Tom Irwin
- ERA – Investment or Speculation? Sally McKeown
- Towards a Community Education Strategy for Adults, Ray Phillips
- Basic Education for Adults Post-ERA, Elizabeth Weightman

■

Category:	**Policy**
Keywords:	Organisation, Management, Funding, Reviews, Resources
Author:	ALBSU
Title:	**Viewpoints No. 5: Funding**
Date:	1986
ISBN/Publisher:	ALBSU

Includes articles on: actual and hypothetical views of funding in rural areas, a rationale and framework for funding in the voluntary sector, a historical perspective into the development of funding literacy and basic skills, a practitioner's experience of working with joint funding arrangements.

Category:	**Policy**
Keywords:	Policy, Language, Australia
Author:	Australian Dept. of Employment, Education and Training
Title:	**Australia's Language: The Australian Language and Literacy Policy**
Date:	1991
ISBN/Publisher:	0644-1497-28 : AGPS Press, GPO Box 84, Canberra ACT 2601 0644-1497-1X Companion volume

Policy information 'white' paper discussing Australia's national policy on language and literacy

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Category:	**Policy**
Keywords:	Policy, Language, Australia
Author:	Australian Dept. of Employment, Education and Training
Title:	**The Language of Australia. Discussion Paper on an Australian Literacy and Language Policy for 1990s. Vol II: Appendices**
Date:	1990
ISBN/Publisher:	

Describes key policy developments, descriptions of Commonwealth programmes and analysis of their outcomes. Section on state/territory policies. Includes a draft national literacy strategy

Category:	**Policy**
Keywords:	Policy, Definitions, Strategies, USA
Author:	Brizius, J. and Foster S.
Title:	**Enhancing Adult Literacy: A Policy Guide**
Date:	1987
ISBN/Publisher:	0-934842-96-5. Council of State Policy and Planning Agencies

Practical guidance in two areas critical to effective action: it clarifies definitions of literacy and illiteracy and provides a framework for designing policy and choosing strategies in the US.

■

Category:	**Policy**
Keywords:	Government Reports, Policy, Canada
Author:	Canada Council of Ministers of Education
Title:	**Adult Illiteracy in Canada: Identifying and Addressing the Problem**
Date:	1988
ISBN/Publisher:	0-88987-067-5

A statement which sets out the nature and extent of functional literacy in Canada, describes a sample of initiatives and outlines priorities for the future. Based on a research project (see also Cairns, J.S. in Statistics).

Category:	**Policy**
Keywords:	Measurement, Student Assessment, Assessment of Prior Learning, Second Language
Author:	Chanda, N.
Title:	**Assessment of Prior Learning: A Common Sense Approach for ABE and ESOL**
Date:	1990
ISBN/Publisher:	ALBSU

This document makes the case for assessing prior learning and offers practical advice on how to do it within British English for Speakers of Other Languages (ESOL) and adult basic education (ABE) programmes. Four stages of assessment are listed: identifying the purpose of assessment, identifying learning experiences relevant to that purpose, analysing these experiences in terms of knowledge, skills, and learning strategie, and demonstrating relevance. Four references are provided.

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Category:	**Policy**
Keywords:	Policy, Organisational Issues, Training, Standards, ESOL, Employment, General Reviews, USA
Author:	Chisman, F.P. and associates
Title:	**Leadership for Literacy: The Agenda for the 1990s**
Date:	1990
ISBN/Publisher:	

Individual chapters on a range of topics related to what the US can do to develop a more literate citizenry and workforce. Chapters and topics include definitions of the literacy problem (Chisman), factors influencing change in instruction (Fingeret), organisational issues affecting training standards (Foster), relating research to practice (Alamprese), the role of information technology (Packer and Campbell), workforce literacy (Chisman and Campbell), and ESL (Bliss).

See entries for individual authors.

■

Category:	**Policy**
Keywords:	Policy, Programme Evaluation, Literacy, Cultural Differences, Comparative Studies
Author:	Crandall, JoAnn (Jodi)
Title:	**Adult Literacy Development**
Date:	1992
ISBN/Publisher:	Annual Review of Applied Linguistics 12, p86-104

Reviews background to current policy interests (UNESCO and national) into adult literacy. Argues that more resources are needed if targets are to be met. Argues further that a pressing policy issue for literacy programmes is language choice for literacy in the context of multicultural education policies. With annotated bibliography.

Category:	**Policy**
Keywords:	National Surveys, Statistics, Reviews, UK, Policy, Language, Reading, Writing, Oral Skills, Schools, Colleges
Author:	Department of Education and Science
Title:	**A Language for Life (the Bullock Report)**
Date:	1976
ISBN/Publisher:	Report of the Committee of Inquiry appointed by the Secretary of State for Education and Science under the Chairmanship of Sir Alan Bullock

This document is the official report of a study, begun in 1972, conducted by the Committee of Inquiry, Department of Education and Science, United Kingdom. The study, designed to show the relationships between reading, writing, talking and listening, was based on a series of visits to 100 schools, 21 colleges of education, and 6 reading centres in Great Britain.

Main sections relevant to ADULT literacy:

- Chapter 2 – consideration of definition of literacy plus UK adult literacy estimates, local surveys and discussion of literacy standards
- Chapter 3 – value of, criteria for, and procedures for monitoring national standards of literacy
- Chapter 19 – devoted to adult illiteracy including consideration of difficulties in estimating extent of problem. Also considers provision of teaching and special requirements for immigrants.

(MK)

Category:	**Policy**
Keywords:	Definitions, International, Strategies, History, Workplace, Policy, Functional Literacy, General Reviews, Australia, Standards
Author:	Freebody, P. and Welch, A. (eds)
Title:	**Knowledge, Culture and Power: International Perspectives on Literacy as Policy and Practice**
Date:	1993
ISBN/Publisher:	1-850000-834-5 Falmer Press

Chapters include studies of industrialised and developing countries. Relevant chapters:

- Limage's analysis of changes in literacy policies and practices from the vantage of the Unesco International Year Secretariat and the adoption of the concept of functional literacy.
- Walton examines policies and pedagogies directed at Australian aboriginal literacy.
- Collins analyses the development of basic writing programmes in the US.
- O'Connor examines Australian policy and political interest in relation to workplace literacy.
- Freebody and Welch evaluate the notion of falling literacy standards and highlight the neglect of the effect of social class in research on literacy levels.

Category:	**Policy**
Keywords:	South Africa, History, Reviews, Training Provision, Social/cultural Influences, Policy
Author:	French, E.
Title:	**Adult Literacy Work in South Africa: A History to be Made**
Date:	1987
ISBN/Publisher:	

Reviews the history of adult literacy work in South Africa and demonstrates how this is a function of political, social and economic factors. Draws explicit parallels with experiences (and constraints) in other countries.

Category:	**Policy**
Keywords:	Policy, Literacy, Functional Literacy, Programme Evaluation, Illiteracy Levels, Belgium
Author:	Goffinet, Sylvia-Anne and Van Damme, Dirk
Title:	**Functional Illiteracy in Belgium**
Date:	1990
ISBN/Publisher:	UNESCO Institute for Education, Hamburg/King Badovin Foundation, Brussels

History of Belgian fight against illiteracy provides interesting example of a literacy policy for two language communities. Contains statistics on literacy/functional literacy for both Flemish and French speaking communities, and analysis of various stages of literacy programmes since 1900.

■

Category:	**Policy**
Keywords:	Functional Literacy, Literacy, France, Policy, Illiteracy Levels, Social/cultural Influences, Definitions
Author:	Groupe Permanent de Lutte contre l'Illetrisme
Title:	**L'Illettrisme en France**
Date:	1990
ISBN/Publisher:	

Report by French inter-ministerial working group on the nature and degree of illetrisme (insufficient literacy skills) in various segments of French society. Concludes with policy suggestions for beating illetrisme (non-statistical).

Category:	**Policy, Programme Evaluation**
Keywords:	Programme Evaluation, National Policies, Functional Literacy, Netherlands, Training Provision, National Programmes, Illiteracy Levels
Author:	Hamminck, K.
Title:	**Functional Illiteracy and Adult Basic Education in the Netherlands**
Date:	1990
ISBN/Publisher:	UNESCO Institute for Education, Hamburg. UIE Studies in Functional Illiteracy in Industrialised Countries 5

Report on the nature and extent of functional illiteracy in the Netherlands. Includes history of previous literacy policy and programmes (with analysis of teaching methods). Particularly assesses the implications of the increasing professionalisation of a field which was once amateur and voluntary.

- **Chapter 1 –** outlines the problem in Dutch society and defines functional literacy and basic competence and major causes of functional illiteracy. Nature and scope of the problem (Ref: Hammink, 1987, in Dutch).
- **Chapter 2 –** history of previous experience
- **Chapter 3** – the ABE programme
- **Chapter 4** – Methodology
- **Chapter 5** – Training of staff.

Category:	**Policy, Definitions, Statistics**
Keywords:	Policy, Statistics, Definitions
Author:	Hinzen, H.
Title:	**Literacy Policy and Practice: Issues for Debate**
Date:	1989
ISBN/Publisher:	Prospects v19, n4, p505-17

Examines literacy campaigns from a literacy educator's viewpoint. Stresses that misassumptions, inaccurate definitions, misused statistics, unrealistic goals, and the failure to listen to literacy students themselves have resulted in frustrated policies. Suggests 10 theses for improving literacy policy in both developed and developing nations. Sees literacy as an evolutionary process.

◆

Category:	**Policy**
Keywords:	Policy, Organisational Issues, Scotland
Author:	HM Inspectors of Schools
Title:	**Adult Basic Education in Scotland**
Date:	1992
ISBN/Publisher:	

Title only

Category:	**Policy**
Keywords:	Policy, Employment, Women, UK, Italy
Author:	Mac, J. and Yarnit, M. (eds)
Title:	**Time Off to Learn: Paid Educational Leave and Low-Paid Workers**
Date:	1987
ISBN/Publisher:	0-416-02102-6 Methuen

Discusses developments with implications for paid education leave, descriptions of such courses, and political implications of such educational initiatives. Includes chapters by Mace on (1) links between such policies and women's literacy, and (2) adult literacy campaigns and movements.

Category:	**Policy**
Keywords:	Policy, Reviews, History, Legislation, USA, Workforce
Author:	National Advisory Council on Adult Education, Washington, DC
Title:	**A History of the Adult Education Act**
Date:	1980
ISBN/Publisher:	

This report traces the roots of federal involvement in adult basic education in order to place the Adult Education Act in historical perspective. A brief chronological narrative focuses attention on the federal role in adult education in three broad programme categories:

- education for federal employees
- labour force development programmes
- programmes to develop literacy and basic skills.

The section that follows summarises the provisions of adult education legislation from 1964 to 1978. It covers the Economic Opportunity Act of 1964, Adult Education Act of 1966 (Amendments of 1966) and the Amendments of 1968, 1970, 1972, 1974 and 1978. Each summary provides the legislative history, purpose, definitions and major provisions. The final section reports the main revisions in the Adult Education Act from 1966 to 1978 under the headings used in the legislation. The year and public law number are included for each of the noted changes.

Category:	**Policy**
Keywords:	Policy, Numeracy, USA
Author:	National Centre on Adult Literacy
Title:	**Conference Proceedings and Agenda for Action: Adult Mathematical Literacy**
Date:	1994
ISBN/Publisher:	University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111

Report and proceedings summarising steps and issues to be addressed to promote adult mathematical literacy. Discusses needed skills/skill gaps; current delivery system; reform initiatives. Sponsored by US Government.

■

Category:	**Policy**
Keywords:	Programme Evaluation, Australia, Policy
Author:	Nelson, A.J.A.
Title:	**The Australian Council for Adult Literacy: Its Achievements and Aspirations**
Date:	1983
ISBN/Publisher:	Austr. J. of Reading, v6, n3, p144-48

Title only.

Category:	**Policy**
Keywords:	Policy, Definitions, Statistics, Functional literacy, Teaching Methods, History, Social/cultural Influences, Canada
Author:	Norris, S. and Phillips, L.M.
Title:	**Foundations of Literacy Policy in Canada**
Date:	1990
ISBN/Publisher:	1-55059-020-0. Detselig Enterprises Ltd

A collection of papers from a conference held in 1988 and exploring current Canadian policy and perspectives. Chapters cover definitions of literacy and functional literacy (and critiques of these), government policy, political perspectives on literacy as an aspect of stratification and dominant class culture, classroom practice, and second language learning.

See separate entries on chapters by Kieran, Beebe and Swain et al.

■

Category:	**Policy**
Keywords:	Policy, Basic Skills, Learning, Cognition
Author:	Resnick, L.B.
Title:	**Learning in School and Out**
Date:	1987
ISBN/Publisher:	Educational Researcher 16, 13-20

Essay examining the difference between school based learning and practical common sense. Reviews research on cognitive performance, symbol manipulation and situation-specific learning, economic roles for education. Argues that a broader idea of education for a reasonable civil society should be embraced.

Category:	**Policy**
Keywords:	Policy, History, National Policies, Canada, Training Provision, Programme Characteristics, Organisation, Management
Author:	Selman, G. and Dampier, P.
Title:	**The Foundations of Adult Education in Canada**
Date:	1991
ISBN/Publisher:	Thompson Educational Publishing, Toronto

Good all-round description of the Adult Education movement in Canada, including philosophical and policy-related influences on provision and developments in the field. Chapter 6 on 'Public Policy Formation' (pp 155 – 176) includes a section specifically on the public policy response to adult literacy education needs.

■

Category:	**Policy**
Keywords:	Policy, Reviews, Training Provision, Canada
Author:	Thomas, A.M.
Title:	**Adult Literacy in Canada: A Challenge**
Date:	1983
ISBN/Publisher:	0313-5693

A study for the Canadian Commission for UNESCO which reflects the issues and developments and outlines responses to this by federal and provincial governments and organisations.

Category:	**Policy**
Keywords:	Policy, Reviews, Intergenerational Literacy, Adult-child Comparisons, Research
Author:	Wagner, D.A.
Title:	**Life-span and Life-space Literacy: Research and Policy in National and International Perspective**
Date:	1992
ISBN/Publisher:	National Center on Adult Literacy, Univ. of Penn. Occ. Paper 0892-1

Reviews some of the reasons for the lack of contact between children's literacy and adult literacy. Highlights areas in which the research in these areas will interact in the coming decades.

Category:	**Policy**
Keywords:	General, Policy, Women
Author:	Wagner, D.A. and Puchner, L.D.
Title:	**World Literacy in the Year 2000**
Date:	1992
ISBN/Publisher:	Annals of the American Academy of Political and Social Science: Sage Publications

Some chapters concerned with developing countries but good overview of the following relevant topics:

- world literacy - research and policy in the EFA decade
- universal adult literacy - policy myths and realities
- women and literacy

Category:	**Policy**
Keywords:	Policy, Workplace Literacy, Australia
Author:	Wickert, R.
Title:	**Constructing Adult Literacy: Mythologies and Identities**
Date:	1992
ISBN/Publisher:	Discourse, v12, n2, p29-38. Special Issue: Australian discourses on literacy

Title only

18.

BIBLIOGRAPHIES

Category:	**Bibliographies**
Keywords:	Bibliographies, Employment, Job Skills, Workplace
Author:	Chang, K.L.
Title:	**Literacy in the Workplace**
Date:	1989
ISBN/Publisher:	Mimeo

Extensive but non-annotated. Very thorough coverage of US literature up to 1988.

■

Category:	**Bibliographies**
Keywords:	Bibliographies, Australia, Second Language, Statistics, Prisoners, Workplace, USA, UK
Author:	Clark, D.
Title:	**Adult Literacy: An Annotated Bibliography**
Date:	1992
ISBN/Publisher:	Centre for Studies of Language in Education, Northern Territory University, Darwin, Australia

An annotated bibliography of English-language sources, especially useful for Australian government publications. Entries are provided alphabetically and by subject and include references to workplace and prison contexts.

Category:	**Bibliographies**
Keywords:	Bibliographies, Resources, Teaching Materials, USA
Author:	Department of Education (US), Division of Adult Education and Literacy
Title:	**Bibliography of Resource Materials**
Date:	1993
ISBN/Publisher:	

Listing: reference materials, research materials, directories, fact sheets, newsletters, literacy, section 353 materials, adults with disabilities/special learning needs, correctional education, ESL, family literacy, homeless, JOBS programme, older persons, staff development, technology, workplace literacy, section 353 projects.

■

Category:	**Bibliographies/Archive**
Keywords:	Organisation, Management, Specific Approaches, Teaching Materials
Author:	Gardener, Sue
Title:	**Write First Time. Archive Material**
Date:	1974/85
ISBN/Publisher:	

An archive collection of correspondence, notes, questionnaires, publications, minutes and selected references from a project on student writing and publishing.

Category:	**Bibliographies**
Keywords:	Reviews, Bibliographies, International, Definitions
Author:	Giere, V.
Title:	**An Analytic Bibliography of Literacy in Industrialised Countries**
Date:	1987
ISBN/Publisher:	UNESCO

Presents and analyses selected books, articles and sample learning material on functional literacy in industrialised countries from the holdings of the library of UNESCO Institute for Education. Covers emerging areas of research, descriptions and analysis of country experiences.

■

Category:	**Bibliographies**
Keywords:	Literacy, Bibliographies
Author:	Giere, V. and Hautecoeur, J.P.
Title:	**A Selective Bibliography on Literacy in Industrialised Countries**
Date:	1990
ISBN/Publisher:	UNESCO Institute for Education, Hamburg

Paper prepared by UNESCO for 1990 conference of Directors of Educational Research Institutions. Bibliography of research on literacy up to 1990.

Category:	**Bibliographies**
Keywords:	Bibliographies, UK, General
Author:	Hay, W.
Title:	**Adult Literacy in Britain: An Annotated Bibliography**
Date:	1978
ISBN/Publisher:	

Title only.

■

Category:	**Bibliographies**
Keywords:	Bibliographies, Europe, Teaching Materials, Resources, Scandinavia
Author:	Kulich, J. (Comp.)
Title:	**Adult Education in Continental Europe: an Annotated Bibliography of English Language Materials 1986-88. Monographs on Comparative and Area Studies in Adult Education**
Date:	1990
ISBN/Publisher:	0-88843-131-7. Centre for Continuing Education, British Columbia University, Vancouver BC, Canada V6T 2A4

Listings covering English language materials on adult education in Europe. Materials were chosen in accord with a broad definition of adult education that includes vocational education for adults, training in business and industry, adult secondary and post secondary study, activities of museums, art galleries, and libraries, along with liberal adult education through university extension and evening classes or through voluntary associations. Materials selected are readily accessible. The bibliography is organised by country, with a section on Europe and one on Scandinavia. In each country's section it is subdivided into categories of the various institutions, methods and techniques and subject matter with each source listed fully as the main entry in the applicable major subcategory and cross-referenced by number under any other applicable subcategory. A subject index lists all entries by subcategories and by countries. A list of periodicals is included: Materials from the British Isles are not included since they are available elsewhere.

■

Category:	**Bibliographies, Teaching Methods**
Keywords:	Bibliographies, Teaching, Learning, Workplace, USA
Author:	Lord, Jerome
Title:	**A Bibliography on Adult Literacy. A Working Paper**
Date:	1993
ISBN/Publisher:	Mimeo available from J. Lorrd, US Department of Education, Office of the Asst. Secretary for Educational Research and Improvement

Non-annotated bibliography of recent work on adult literacy, especially research from the USA. Sections on: federal reports and studies, national (US) reports and studies, regional and local reports and studies; definitions, adult literacy programmes, the workplace, teaching and adult learning, evaluation and general reference.

Category:	**Bibliographies**
Keywords:	Bibliographies, Intergenerational Literacy, Resources, Family Literacy
Author:	Mackin, K.J.
Title:	**Resources for Adult and Family Literacy**
Date:	1992
ISBN/Publisher:	The Parent Involvement/Family Literacy Speciality Option, RMC Research Corpn, 1000 Market Street, Portsmouth, NH 03801, USA

Annotated bibliography on family literacy and adult literacy research up to 1992, especially USA research. Covers a range of topics, especially background reading, programme planning and staff development.

Category:	**Bibliographies**
Keywords:	Social/cultural Influences, Intergenerational Literacy, Bibliographies, Family Literacy
Author:	Nash, Andrea, Comp.
Title:	**English Family Literacy: An Annotated Bibliography**
Date:	1987
ISBN/Publisher:	Massachusetts Univ., Boston

This bibliography is designed (1) to bring information together on research on family roles in literacy acquisition and on parent involvement programs; and (2) to present a range of models, resources and approaches that English family literacy programme designers, curriculum developers and teachers can use in developing their own programmes. The focus is on literacy for non-native English speakers, families where the children often have more English literacy skills than the parents, where parents and children are separated by war or immigration, and where traditional parent involvement models may be inappropriate. The bibliography is divided into five sections:

- literacy theory and research
- ethnographic work on contexts for family literacy
- family literacy programmes for native english speakers
- family literacy programmes for non-native English speakers
- holistic and participatory English as a Second Language (ESL) literacy.

A brief list of additional sources of information is appended.

Category:	**Bibliographies Employment**
Keywords:	Workplace Literacy, Bibliographies, Policy
Author:	Proper, L.
Title:	**Workplace Literacy: A Selected Bibliography**
Date:	1992
ISBN/Publisher:	Ohio Bureau of Employment Services

Over 450 workplace literacy related publications each indexed using keywords: applied, general, policy, research.

■

Category:	**Bibliographies, Social/cultural Influences, Family Literacy**
Keywords:	Bibliographies, Social/cultural Influences, Family Influence, Useful Organisations
Author:	Rangel, E.
Title:	**English Family Literacy Resource Guide**
Date:	1990
ISBN/Publisher:	National Clearing House on Literacy Education

See entry under National Clearing House on Literacy Education.

Category:	**Bibliographies**
Keywords:	Bibliographies, Definitions, Attitudes, General, Social/cultural Influences, History,
Author:	RaPAL (Research and Practice in Adult Literacy Group)/Barton, D.
Title:	**New Views of Literacy. A Bibliography**
Date:	1992
ISBN/Publisher:	0-901800-082 (2nd ed)

Focuses on adults, learning and new definitions of literacy which are changing people's views of the nature and importance of reading and writing. It is organised into coherent sections with brief introductions and very short comments on some entries.

Sections include:

Approaches to literacy, research and practice, critical approaches to literacy including gender, adult education, popular education, popular culture, educational practice, programme organisation, language issues, (including bilingual literacy), uses and contexts in home, school and work, literacy in industrialised countries, literacy in developing countries, historical and cultural comparisons, resources.

Category:	**Bibliographies**
Keywords:	Bibliographies, General, Research
Author:	Rassekh, S.
Title:	**Perspectives on Literacy: A Selected World Bibliography**
Date:	1991
ISBN/Publisher:	92-3-102705-0. UNESCO International Bureau of Education

Reports on 25 years of research and action in the field of literacy internationally and includes . practical and theoretical horizons. Examines the main trends in the study of literacy and illiteracy, followed by the analytical bibliography of c120 books, documents and articles, presented under 12 theme titles and a final section on recent bibliographies.

Chapter 1: The situation of literacy/illiteracy in the world: statistical studies

Chapter 2: The history of literacy: the impact of literacy teaching past and present

Chapter 3: A general look at literacy: definitions, theories, approaches, strategies and policies

Chapter 4: Comparative studies

Chapter 5: Monographs: noteworthy case studies

Chapter 6: The socio-economic aspects of literacy

Chapter 7: Psycho-pedagogical aspects of literacy

Chapter 8: Cultural and linguistic aspects of literacy

Chapter 9: The planning, administration and evaluation of literacy

Chapter 10: Literacy methods and materials

Chapter 11: Post literacy and continuing education

Chapter 12: World and regional events in the history of the struggle against illiteracy

Chapter 13: Recent bibliographies.

Category:	**Bibliographies**
Keywords:	Bibliographies, Second Language, Writing
Author:	Schechter, S.R. and Harklan, L.A.
Title:	**Annotated Bibliography of Research on Writing in a Non-native Language**
Date:	
ISBN/Publisher:	Center for the Study of Writing: University of California at Berkeley, and Carnegie Mellor University

Main categories: Text features. Non-native writing proficiency development, writing process, instructional factors.
International entries.

Category:	**Bibliographies**
Keywords:	Bibliographies, Statistics
Author:	UNESCO
Title:	**Annotated Bibliography of National Survey of Adult Education Statistics**
Date:	1989
ISBN/Publisher:	92-3-002614-X. UNESCO Division of Primary Education, Literacy and Adult Education and Education in Rural Areas

Based on replies of member states to a specially designed questionnaire.

ALBSU

ALBSU – the Adult Literacy and Basic Skills Unit – is the national agency for adult literacy, numeracy and related basic skills in England and Wales. ALBSU was established by the Department for Education (DFE) and the Welsh Office – Training, Education and Enterprise Department (WO-TEED) in 1980. ALBSU's Patron is Her Royal Highness The Princess Royal and our Chairman is Peter Davis, who is also Chairman of the National Advisory Council for Education and Training Targets (NACETT).

ALBSU is a registered charity and a company limited by guarantee and is managed by a Board that includes representatives of local authorities, colleges, both sides of industry and the voluntary sector.

ALBSU is charged with:

'the development in England and Wales of provision to improve the standards of proficiency for adults in the areas of literacy and numeracy, and those related basic communication and coping skills without which progress in and towards education, training or employment is impeded'.

ALBSU has five major operational programmes:

- **Consultancy and Advisory Services**
- **Development Project Sponsorship**
- **Publishing**
- **Staff Training**
- **Research.**

We also give small grants to voluntary organisations for basic skills work and advise the Secretaries of State on adult basic skills matters.

ALBSU – an agency which grew out of initiatives to deal with functional illiteracy among adults – has been concerned almost exclusively with adults, although the recent initiative in family literacy has developed work with adults and children. A great deal has been achieved since the Unit was set up. ALBSU has:

- **established basic skills as a priority and given it a high profile**
- **developed national standards for basic skills**
- **improved the quality of teaching basic skills to adults**
- **involved a range of agencies and organisations**
- **stimulated considerable development of basic skills provision and added value to local initiatives and programmes.**